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SEVENTY-THIRD ANNUAL REPORT

—OF THE—

★BOARD OF SCHOOL COMMISSIONERS

— TO THE —

MAYOR AND CITY COUNCIL OF BALTIMORE,

—FOR THE—

Fiscal Year Ending December 31, 1901.

BALTIMORE:
THE JOHN D. LUCAS PRINTING CO., PUBLIC PRINTER.

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BOARD OF SCHOOL COMMISSIONERS

ORGANIZED MARCH 1st, 1900.

Name.	*Address.*	*Term Expires*
JOSEPH PACKARD, *President*	207 N. Calvert Street	1906
DANIEL C. GILMAN	614 Park Avenue	1902
THOMAS S. BAER	818 Equitable Building	1906
ALCAEUS HOOPER	710 Merchants Bank Bld'g.	1902
CHARLES H. EVANS	600 Water Street	1902
ALBERT B. CUNNINGHAM	2241 Barclay Street	1904
WILLIAM ROSENAU	825 Newington Avenue	1904
JAMES H. PHILLIPS	102 E. Madison Street	1906
*THOMAS McCOSKER	Foot of Chesapeake Street.	1904

(*Took his seat Dec. 11, 1901, *vice* Mrs. S. D. Schmucker, resigned.)

OFFICERS.

JAMES H. VAN SICKLE	Superintendent.
HENRY A. WISE	1st Asst. Superintendent.
JOHN E. McCAHAN	Asst. Superintendent.
HENRY M. COWLES	Secretary.
FRANK N. CLARIDGE	1st Asst. Secretary.
HENRY C. BUCKMASTER	2d Asst. Secretary.
BENJ. B. OWENS	Supervisor of School Buildings.
GEO. W. McGILL	Clerk to Supts. and Supervisor.
FLORA M. PFOUTZ	Stenographer.
HOWARD WHITCRAFT	Clerk to Supervisor.

REPORT

—OF THE—

BOARD OF SCHOOL COMMISSIONERS

OF BALTIMORE.

OFFICE OF THE BOARD OF SCHOOL COMMISSIONERS,
MADISON AND LAFAYETTE AVENUES.

BALTIMORE, January 1st, 1902.

HONORABLE THOMAS G. HAYES,
Mayor of the City of Baltimore:

SIR:—The Board of School Commissioners respectfully submits the Seventy-third Annual Report of the condition of the public schools during the year ending December 31st, 1901.

The last annual report furnished by this department was for a period less than one calendar year and covering parts of two scholastic years. The plans for improvement which were referred to in that report have now had the test of the experience of one full scholastic year, and the Board is glad to say that, in its opinion, the results are satisfactory from the point of view of the proper education of the children, which is the end and object for which the Board exists.

THE GROUP SYSTEM.

The group system, which was put into operation in the month of February, 1901, has worked in a way that is very gratifying. Improvements in the curriculum and methods of study are discussed by the superintendents and the group

principals at their fortnightly meetings, and, through the principals, are diffused throughout the whole city. A greater uniformity in text-books used and in the methods of teaching has also been accomplished, so that the pupil, whose parents may remove from one part of the city to another, or who for any other reason attends a different school at one time from that which he attended at another, is not obliged to cope with the difficulties inherent in a change of text-books and methods. A great practical advantage from the group system was manifest at the opening of the schools in September. About one thousand more pupils were then seeking instruction than at the corresponding period of the previous year, and yet in two or three days they were all assigned to places, a matter which, under the former system, required almost as many weeks.

THE TRAINING SCHOOL AND THE TEACHERS.

The Training School, which was started in the beginning of the year 1901, has been in successful operation ever since. The Board is more and more convinced of the necessity of such a school. Teaching is a profession, and graduates of school or college are not fitted to enter upon it with advantage to their pupils unless they have had training in the art, supplemented by an opportunity to see actual instruction carried on by selected teachers in model classes. Professional training is a conceded necessity in the other learned professions, and the Board sees no reason why the same rule should not apply to the profession of teaching.

Many of our teachers who have had long and successful experience manifest a most praiseworthy zeal for improvement by availing themselves of courses for private study in the afternoons and during holidays.

KINDERGARTENS AND MANUAL TRAINING.

Sixteen kindergartens, distributed through the city, have been opened, and four more will be opened when suitable

places are found. These classes are intended for children of the school age now fixed by law who are unable to keep up with the work of the first grade, and it is hoped that under this arrangement their development will be better than if they should devote a second year to the review of the work of the year before.

Four manual training centers will be put into operation with the beginning of the year 1902, and it is hoped that thereby every boy and girl attending the upper elementary grades will have the opportunity to receive at least one hour's instruction per week in the use of the hand and the eye.

CITY COLLEGE, POLYTECHNIC INSTITUTE AND HIGH SCHOOLS.

The Board has adopted the nomenclature which prevails throughout the country in the public school system, and has classified the primary and grammar schools as elementary schools, and the high schools as secondary schools. In these secondary schools important changes have been made in the curriculum by which the pupil may have a larger choice as to the studies to be pursued, so as to fit him or her for immediate entrance into business on the one hand, or, on the other hand, for the prosecution of advanced studies in college. The course in the City College has been shortened from five years to four, so as to make it correspond with the course in the girls' high schools and render the education received in high schools for girls substantially equivalent to that provided for boys. Stenography and typewriting have been added to the courses in all these schools with a view to the more thorough equipment of the pupils for entrance on active business. In the Polytechnic Institute, during the last two years, the course of study has been improved, and a student holding a diploma of that institution can now be admitted to the second year of Cornell University without examination.

SCHOOL ACCOMMODATION.

It is not necessary in this report to insist on the need for greater school accommodation, from the fact that, by the generous provision of the city authorities during the past year, five new schoolhouses will be erected during the year 1902; and the disposition manifested by the present City Council to make an equally liberal provision for the year 1903 will soon relieve the pressure which is felt at this time. In this connection it is pertinent to point out that, under the thoroughly organized system which now prevails, it is easier, even with the present school accommodation, to provide for the children who seek education than it formerly was; and also to state that, through the efficient labors of the Inspector of Buildings, the existing schoolhouses are probably in better condition than they have been for many years past. The problem of overcrowding in city schools is one which arises in nearly every city in the country, and is due, in part, to the shifting of population whereby districts, once provided with adequate school facilities, are given over to business, while their population removes to distant points remote from schools.

DECORATION OF SCHOOL BUILDINGS.

The Board takes occasion here to make acknowledgment of the public-spirited and generous action of the Municipal Art Society in adorning several of the school buildings with beautiful and suitable pictures and casts. Such decoration cannot but have a strong educational influence, and it may well be hoped that the example thus given may be followed by similar acts of service to the city on the part of others.

STATISTICS.

The whole number of schools of various grades during the year was 109, under 1,647 teachers, classified in the manner which will appear in the report of the Superintendent. (See Superintendent's Report.) In addition to the above, there

places are found. These classes are intended for children of the school age now fixed by law who are unable to keep up with the work of the first grade, and it is hoped that under this arrangement their development will be better than if they should devote a second year to the review of the work of the year before.

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were 52 special teachers, including the supervisor and two assistant supervisors of music, 16 teachers of drawing, 25 teachers of sewing, 8 teachers of physical culture. The Superintendent's statement shows that the whole number of enrolled pupils, as of December 31, 1901, was 64,918, the average attendance was 52,640, and the whole number attending school during the year was 83,415.

The average annual salary of the teachers during the year was $606, and the average per capita cost of the pupils in the schools, based on the enrollment and the total expense, was $18.75.

In the several high schools and groups it was as follows:

Baltimore City College	$ 74 68
Eastern High School	49 00
Western High School	34 81
Polytechnic Iustitute	106 00
Colored High and Training School	55 72
Training school group	24 32
Group A	17 00
" B	17 29
" C	16 87
" D	16 35
" E	18 26
" F	17 38
" G	15 92
" H	19 23
" I	15 32
" J	14 48
" K	17 31
" L	19 16
" M	18 11
" N	17 00
" O	14 40
" P	19 74
" Q	18 30
" R	16 88
" S	16 27
" T	22 71
" U	17 66
" V	15 23
" W	19 21

The estimate submitted for the current expenses of the schools for the year 1901 was $1,226,146.28. The total appropriations made by the City Council amounted to $1,226,146.28, and the total amounts paid for current expenses of the schools were as follows:

For office salaries	$ 9,638 18
For office expenses	1,007 90
For day school salaries	1,109,004 94
For day school expenses	89,314 70
For night school salaries	4,412 00
For night school expenses	60 66
For furnishing Baltimore City College	3,753 58
Total	$1,217,191 96

The receipts for current expenses were as follows:

From the City Collector, taxes	$ 962,800 07
From the State Treasurer, taxes	250,716 65
From non-resident pupils	2,589 98
From teachers absent without substitutes	1,085 26
Total	$1,217,191 96

There are 124 houses occupied by the schools, of which 98 are owned by the city and 26 rented. The amount paid for rented houses was $11,774.76.

Eighty-eight vacancies have occurred in the teaching force since January, 1901, of which 9 were by death, 73 by resignation and by withdrawal 6.

The names of teachers elected to the City College and the High Schools are as follows:

City College:

George L. Radcliffe, History and English.
Richard C. Williams, Latin.
Charles M. Smith, Stenography and Typewriting.
Ernest J. Becker, English and German.

Eastern High School:

Charles M. Smith, Stenography and Typewriting.

Western High School:

Flora M. Pfoutz, Stenography and Typewriting, (half time.

Colored High School:
Hugh M. Browne, Principal;
Joseph H. Lockerman,
Cora B. Jackson,
Laura E. Miller,
Walter K. Jones,
Levi E. Moore,
Alphonso O. Stafford,
Mason A. Hawkins,
Daniel A. Brooks,
Helen M. Chestnut.

The Board desires to repeat here a paragraph from its report addressed to Your Honor, dated June 19th, 1901:

"The Board further calls attention to the fact that, while new schools and new positions have been established—while many salaries have been raised, and none decreased—the total cost of public instruction has not been augmented. The amount estimated by the former Board for the year 1900 was $1,385,309.00; the amount actually appropriated for that year by the Mayor and City Council was $1,298,870.00. This Board entered upon its duties March 1st, 1900, two months after the appropriation for that year had become available.

"At the end of the year there were unexpended balances amounting to $39,104.63, which were paid into the sinking fund. For the year 1901 the amount estimated by the Board and appropriated by the Mayor and City Council was $1,226,140.00, being $168,169.00 less than the amount estimated for the year 1900, and $71,730.00 less than the amount actually appropriated for that year."

In the line of this statement it may be pointed out that in the year 1899 there were, at the period for which the report was made, 65,189 pupils in charge of 1,801 teachers, while for the corresponding period of the year 1901 there are 64,918 pupils under charge of 1,647 teachers, and that this greater effectiveness of the teaching force has not been accomplished

by any falling off in the character or amount of instruction given to the pupils, but merely by declining to fill positions which were unnecessary and by reducing the number of teachers employed as principals. In the year 1899 the amount expended for salaries was $1,121,407; in the year 1901 the amount expended for salaries, after deducting the amount actually paid on account of summer salary, which was not paid in 1899, was $1,089,933.10. For expenses of the day schools there was used in 1898 $187,936.13; in 1899, $162,552.61; in 1900, $98,968.15; in 1901, $87.751.10.

The second competitive examination under the provisions of the law was held in June, 1901, for teachers in the ordinary teaching force. Thirty-eight persons attained the required standing in this examination, and their names have been added to the eligible list. All of those who obtained positions on the eligible list in September, 1900, have been, so far as they were willing to accept positions, elected into the service.

The Board renews its acknowledgments of courtesy and kindness received from you and from the other officers of the city government, and it desires to put on record its sense of the faithful and efficient services of the Superintendent of Public Instruction and his assistants, and of the officers of the Board.

I have the honor to be

Very respectfully yours,

JOSEPH PACKARD,

President of the Board of School Commissioners.

In Memoriam.

The following are the names of the teachers who have died during the year.

JOHN H. KUNKER,
First Assistant in German in School No. 93, died in April.

AMANDA HARKER,
Assistant in School No. 7, died April 10.

FANNIE C. BRANNEN,
Assistant in No. 17, died in April.

MARTHA J. HARDY,
Assistant in No. 80, died April 27.

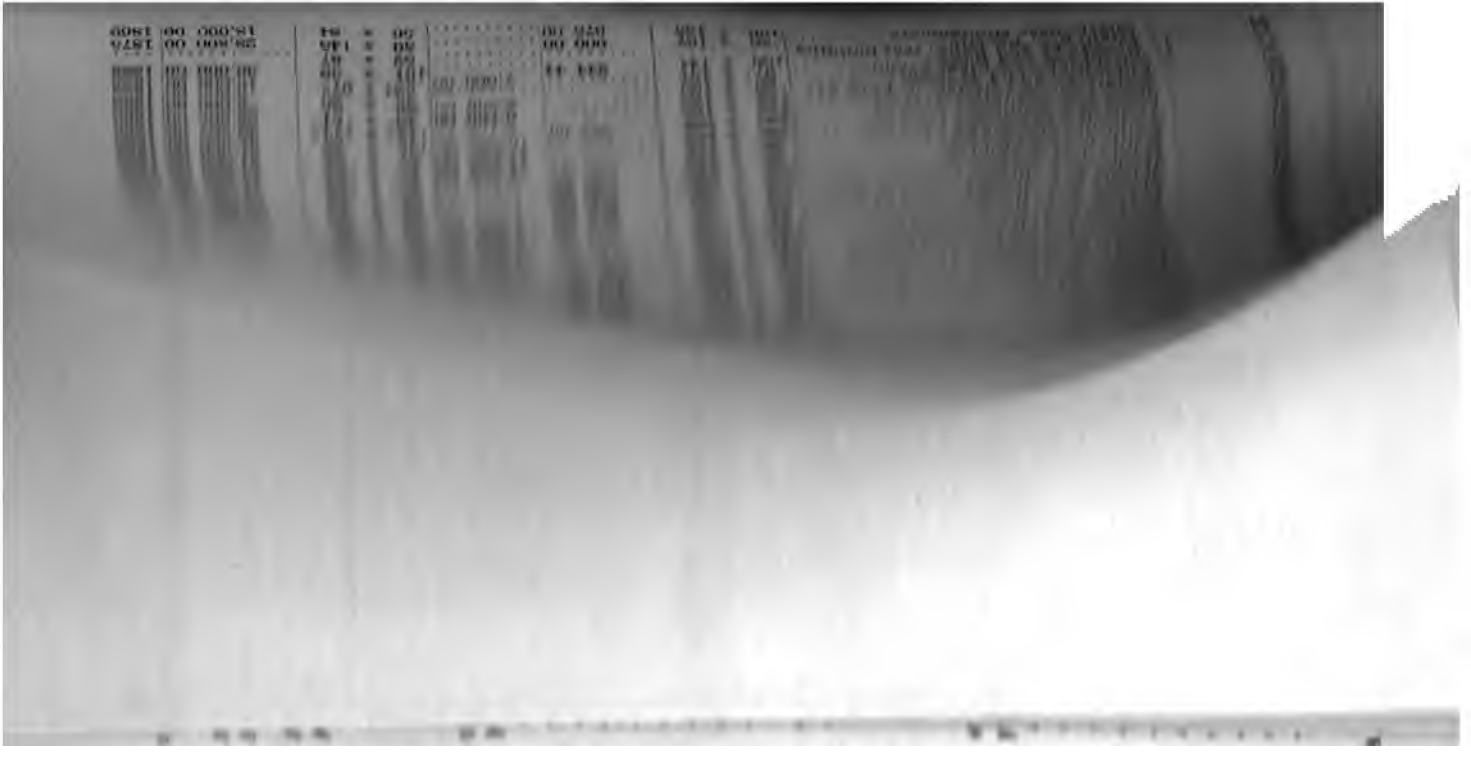
JOSEPH W. GIBSON,
Vice-Principal No. 111, died July 21.

EDITH A. DAWES,
Teacher of Drawing, died July 21.

LILLIAN JOHNSON,
Assistant in School No. 7, died in July.

ADELAIDE L. HALL,
Assistant in School No. 48, died September 11.

PROF. ALPHONSO L. MILLES,
German and Latin in Baltimore City College, died Dec. 30.



		Francis and Clifton, new										
		Clifton, on Clifton avenue, old										
	61	Linden avenue and Konig	165	x	150							
"	63	Ninth and N. West, Walbrook	128	x	194							
"	65	Calverton, Bloomingdale Road	75	x	169							
"	66	Carroll, Old Frederick Road	60	x	225	360 00	2,000 00					
"	67	Old Fred'k. Rd. and Fairview ave.	150	x	257	360 00		67	x	[illegible]		
"	68	Millington avenue and Lehman	80	x	200	290 00		64	x	119	21,000	
"	70	William and Warren avenue	70	x	140	175 00		44	x	103	13,000 00	1880
"	71	Bond and Jefferson	70	x	152[3]	19 00	8,700 00	56	x	116	20,000 00	1884
"	72	Ridgely, near Fremont	124	x	155	620 62		73	x	125	25,000 00	1877
"	73	Aisquith, near Lexington	80	x	180	25 00	17,100 00	44	x	100	17,000 00	1870
"	75	Carrollton avenue and Lexington	49[6]	x	103		10,000 00	49	x	135	20,000 00	1886
"		Carrollton avenue near Lexington	100	x	160[4]	400 00		55	x	107	20,000 00	1860
"	76	Hull and Clement, Locust Point	100	x	155[3]	350 00		56	x	113	18,000 00	1882
"	77	Washington, near Fayette	93	x	190	581 25		52	x	119	20,000 00	1871
"	78	Harlem avenue and Monroe	85	x	249[6]	830 68		56[4]	x	143[6]	30,500 00	1893
"	79	Park avenue and Hoffman	120	x	150	1,020 00		100	x	147	35,000 00	1892
"	80	Eden and Federal	180[6]	x	100		8,000 00	60	x	124	33,000 00	1890
"	81	Gilmor and Presstman	102[5]	x	155	620 00		55	x	121	32,000 00	1876
"	82	Mulberry, near Fremont	87[8]	x	134	350 67		54	x	85	15,000 00	1868

TABLE B.—Continued.

Schools.	Locations.	Size of Lot	Amount of Ground Rent.	Paid on Account.	Size of Building.	Cost of House.	Erected.
School No. 17.....	Light and Poultney.....	62[1] x 122	217 00	800 00	50 x 72	10,000 00	1875
" 19.....	Hollins, near Monroe.....	140 x 129	700 00	.....	54 x 112	18,000 00	1877
" 20.....	Eden and Preston.....	100 x 207	592 00	6,000 00	51 x 167	35,000 00	1868
" 21.....	Pennsylvania avenue and Robert..	80 x 155	384 00	.....	50 x 80	16,000 00	1869
" 22.....	Ramsay, near Scott.....	71 x 128[6]	177 50	.....	45 x 95	10,000 00	1855
" 23.....	Gough and Wolfe.....	75 x 110	150 00	2,400 00	57[9] x 104	19,000 00	1886
" 24.....	Fait avenue and Patuxent street...	150 x 100	.....	7,500 00	77 x 86	21,000 00	1890
" 25.....	Caroline, near Canton avenue.....	129[6] x 110	.....	14,962 50	93 x 90	25,000 00	1892
" 26.....	Orleans, near Bond.....	84 x 75	126 00	4,500 00	50 x 65	15,000 00	1874
" 27.....	Fayette and Chester.....	92 x 120	274 50	.....	48 x 72	18,000 00	1869
" 28.....	Battery avenue and Clement street.	75 x 82	270 00	1,000 00	46 x 82	1,500 00	1869
" 29.....	Sharp, near West.....	114 x 155	570 00	.....	55[9] x 104	21,600 00	1886
" 30.....	Hollins, near Monroe.....	150 x 129[6]	750 00	.....	55 x 82	16,000 00	1874
" 31.....	Schroeder and Pierce.....	60 x 122	228 00	2,500 00	57[4] x 102	21,000 00	1890
" 32.....	Guilford avenue and Lanvale.....	80 x 154	.....	11,800 00	67 x 98	21,000 00	1890
" 33.....	Light and Clement.....	100 x 100	.....	10,000 00	67 x 98	21,000 00	1890
" 34.....	Carey and Columbia avenue.....	100 x 160	385 00	.....	113 x 58	30,000 00	1896
" 35.....	Hanover and Winder.....	132 x 198	.....	6,700 00	48[6] x 114[2]	28,297 00	1895
" 37.....	Biddle st. and Patterson Park ave.	165 x 150	.....	8,500 00	89 x 61	25,000 00	1896
" 38.....	Chesapeake and Hudson.....	80 x 100	.....	.....	32 x 50	5,000 00	1853
" 39.....	Carrollton and Riggs avenues.....	97[1] x 157	.....	7,000 00	52[4] x 97[5]	19,000 00	1888
" 42.....	Broadway and Bank.....	100 x 141	244 44	.....	101 x 39	30,000 00	1888
	Broadway and Bank, rear building.	.....	.....	.....	52 x 87	.....	....
" 43.....	High, near Fayette.....	80 x 167	900 00	.....	50 x 145	28,800 00	1875
" 44.....	Sharp, near Montgomery.....	100 x 155	675 00	.....	56 x 84	18,000 00	1869

School No.	45	Greenmount avenue and Eager	66 x 150	600 00		55 x 100	17,000 00	1872
"	46	Division, near Lanvale	104² x 171³	800 00		55 x 120	21,000 00	1877
"	47	Eastern avenue and Patuxent	145 x 300	1,000 00		80 x 143	50,000 00	1898
"	48	Hollins and Monroe	Old lot			55 x 104	21,000 00	1890
"	50	Gorsuch avenue and Homestead	42 x 90		1,000 00	35 x 50	4,500 00	....
"	51	York Road, Waverly	100 x 200		4,000 00	35⁶ x 90	14,500 00	....
		" " rear building				50 x 33		
"	52	Oak and Fifth, (24th)	60 x 122		4,000 00	50 x 60	10,000 00	....
"	53	St. Paul and Twenty-Sixth	100 x 123		10,000 00	100 x 123*	60,000 00	1897
"	54	Huntingdon avenue, near Charles	100 x 150		7,000 00		18,000 00	1890
"	55	Chestnut and Fourth Avenue	176⁸ x 230		5,000 00	55 x 105	21,000 00	1890
"	57	Hampden, Merryman's Lane	127⁵ x 32⁶	50 00		24⁶ x 48	700 00	....
"	58	Woodberry avenue, Woodberry	45 x 130	22 50		37 x 96	10,000 00	....
"	60	Francis and Clifton, new	150 x 150	480 00		64⁴ x 105	25,000 00	1893
		Clifton, on Clifton avenue, old	40 x 150		2,000 00	40 x 90	4,000 00	....
"	61	Linden avenue and Konig	165 x 150	1,155 00		136⁸ x 70⁵	54,000 00	1897
"	63	Ninth and N. West, Walbrook	128 x 194		4,718 66	66⁵ x 106	25,000 00	1894
"	65	Calverton, Bloomingdale Road	75 x 169		1,500 00	60 x 100	15,500 00	1893
"	66	Carroll, Old Frederick Road	60 x 225	360 00	2,000 00	52 x 27	4,500 00	....
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School No. 17	Light and Poultney	62[1] x 122	217 00	800 00	50 x 72	10,000 00	1875
" 19	Hollins, near Monroe	140 x 129	700 00	.....	54 x 112	18,000 00	1877
" 20	Eden and Preston	100 x 207	592 00	6,000 00	51 x 167	35,000 00	1868
" 21	Pennsylvania avenue and Robert	80 x 155	384 00	.....	50 x 80	16,000 00	1869
" 22	Ramsay, near Scott	71 x 128[6]	177 50	.....	45 x 95	10,000 00	1855
" 23	Gough and Wolfe	75 x 110	150 00	2,400 00	57[9] x 104	19,000 00	1886
" 24	Fait avenue and Patuxent street	150 x 100	.....	7,500 00	77 x 86	21,000 00	1890
" 25	Caroline, near Canton avenue	129[6] x 110	.....	14,962 50	93 x 90	25,000 00	1892
" 26	Orleans, near Bond	84 x 75	126 00	4,500 00	50 x 65	15,000 00	1874
" 27	Fayette and Chester	92 x 120	274 50	.....	48 x 72	18,000 00	1869
" 28	Battery avenue and Clement street	75 x 82	270 00	1,000 00	46 x 82	1,500 00	1869
" 29	Sharp, near West	114 x 155	570 00	.....	55[9] x 104	21,600 00	1886
" 30	Hollins, near Monroe	150 x 129[6]	750 00	.....	55 x 82	16,000 00	1874
" 31	Schroeder and Pierce	60 x 122	228 00	2,500 00	57[4] x 102	21,000 00	1890
" 32	Guilford avenue and Lanvale	80 x 154	.....	11,800 00	67 x 98	21,000 00	1890
" 33	Light and Clement	100 x 100	.....	10,000 00	67 x 98	21,000 00	1890
" 34	[illegible]mbia avenue	100 x 150	375 00	.....	47 x 98	21,000 00	1890

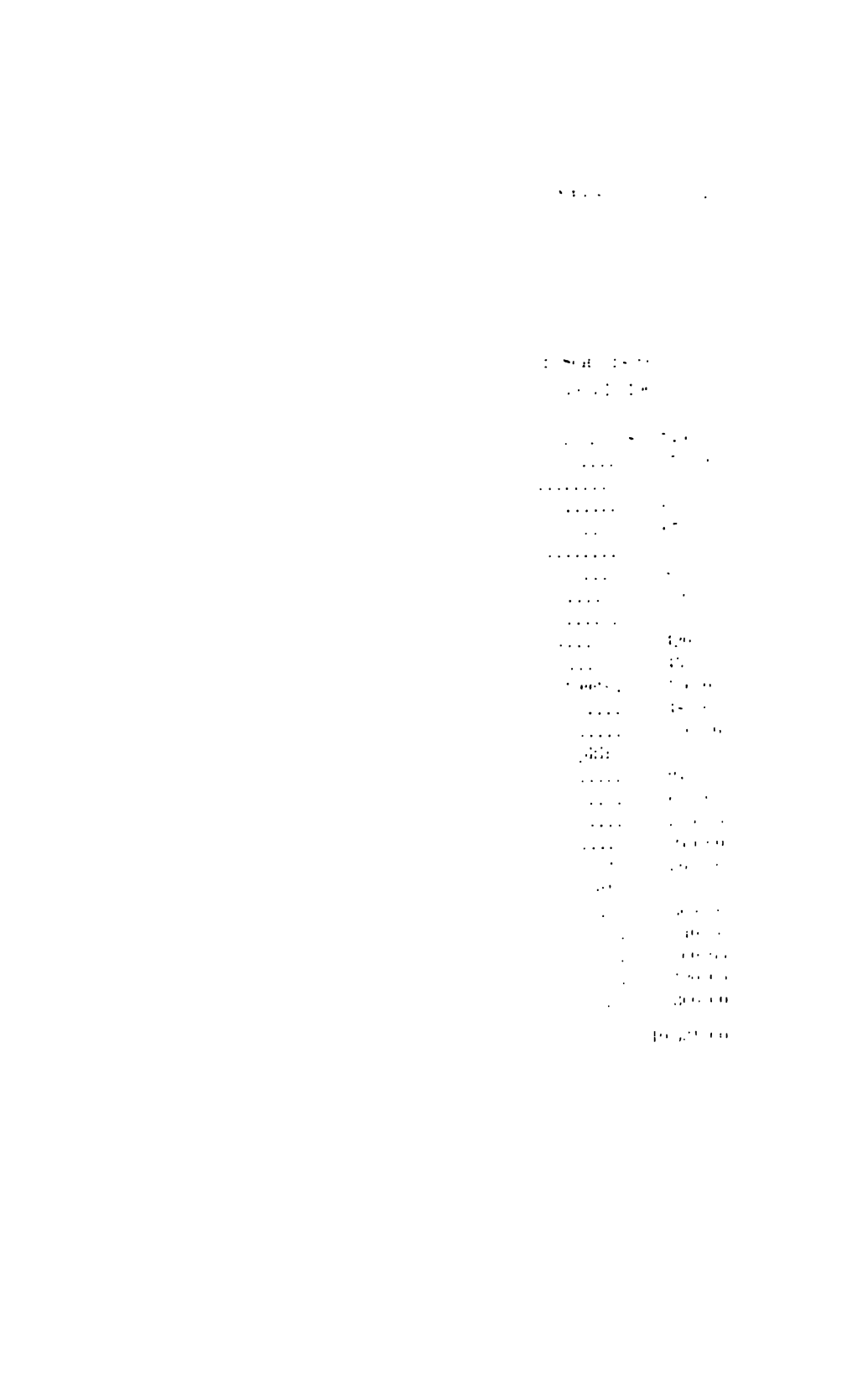

TABLE B.—Concluded.

Schools.	Locations.	Size of Lot.	Amount of Ground Rent.	Paid on Account.	Size of Building.	Cost of House.	Erected.
School No. 91	Argyle avenue, near Lanvale	80 x 140	315 00	.....	45 x 68	13,000 00	1858
" 92	Charles and Ostend	74[6] x 219[2]	372 50	.....	56 x 150	28,000 00	1882
" 93	Baltimore, near Aisquith	120 x 170	1,300 00	5,000 00	54 x 118	28,000 00	1879
" 94	Chase and McDonogh	80 x 223	501 75	.....	56 x 183[2]	30,500 00	1882
" 95	Lexington near Fremont	81 x 220[6]	.....	15,000 00	60 x 124	25,000 00	1890
" 96	Ramsay and Smallwood	178[7] x 165[6]	.....	4,000 00	53 x 135	36,885 00	1895
" 99	North avenue and Washington	80 x 150	.....	5.000 00	66 x 120	25,000 00	1891
" 100	Saratoga, near Charles	66 x 193	600 00	16,000 00	52[2] x 126[3]	25,000 00	1888
" 101	Jefferson, near Caroline	83[6] x 80	200 00	1,350 00	32 x 80	5,000 00	1855
" 102	Howard and Montgomery	50 x 104	120 00	8,000 00	40 x 64	6,000 00	1872
" 105	Rogers avenue, nea Lexington	75 x 105	25 00	5,125 00	49 x 80	13,000 00	1874
" 106	Hill, near Sharp	99 x 90(155)	192 00	11,300 00	76[9] x 133[11]	27,000 00	1893
" 107	Biddle, near Pennsylvania avenue	70 x 150	70 00	5,000 00	40 x 92	10,000 00	1870
" 108	Caroline, near Bank	76 x 90	70 00	4,800 00	45 x 65	8,000 00	1867
" 109	Barre, near Eutaw	65 x 112	300 00	.....	40 x 80	10,000 00	1854
" 110	Waesche, near Fremont	143[9] x 129	480 00	.....	59 x 120	22,000 00	1877
" 111	Bond and Ashland avenue	80 x 80	130 00	.....	40 x 54	7,000 00	1864
" 112	Carey and Chappell	135[9] x 142	630 00	.....	109 x 65	40,408 70	1897
" 113	Girard avenue and Sherman Place	120 x 124	.....	7,200 00	68[5] x 77[4]	23,968 00	1895
" 115	Merryman' ane, Waverly	87 x 240	.....	1,000 00	71 x 24	1,000 00	....
" 116	Druid Hill av nue, near Biddle	75 x 100	150 00	.....	44 x 100	12,000 00	1841
Vacant	Fremont, near Lombard	74 x 150	.....	1,200 00	44 x 65	8,000 00	1843
Lot	Summit and Monroe	72[4] x 245	.....	9,500 00	.....	.....	....
Lot	Ashland avenue and Chester	133 x 200	959 75	.....	.....	.....	...

TABLE C.

SHOWING LOCATIONS OF RENTED BUILDINGS, BY WHAT SCHOOLS OCCUPIED AND AMOUNTS OF YEARLY RENTALS, AS OF DECEMBER 31, 1900.

School No. 49, 808 North Calvert street	$ 540 00
School No. 80, Harford avenue and Federal street	375 00
Schoel No. 93, 1126 East Baltimore street	960 00
School No. 96, Lombard and Catherine streets	600 00
School No. 97, 117 Jackson Place	670 00
School No. 97, 119 Jackson Place	550 00
School No. 97, 1739-1741 East Baltimore street	850 00
School No. 43, 124 and 126 North High street	*200 00
School No. 36, 2223 East Baltimore street	900 00
School No. 111, 801 North Bond street	420 00
School No. 112, Gold and Calhoun streets	450 00
School No. 50, S. E. Corner Washington and Harrison streets	156 00
School No. 51 Gilmore lane, near York road	480 00
School No. 55, Third and Carroll streets	500 00
Manual Training Centre, Hopkins Avenue Chapel, Hopkins avenue, near Federal street	240 00
School No. 56, Hickory avenue, near Fourth avenue	600 00
School No. 59, Park Heights avenue	360 00
School No. 62, North avenue and Payson streets	240 00
School No. 62, south side Walbrook avenue, east of Payson st.	300 00
School No. 64, Garrison avenue and New Liberty road, North Walbrook	360 00
School No. 114, 1611 West Saratoga street	240 00
School No. 114, Mt. Olivet lane	60 00
School No. 115, Barclay street, near Merryman's lane	120 00
School No. 103, S. W. Cor. Stricker and Mulberry streets	360 00
	$10,531 00

*$200 and taxes and water rent.

REPORT

—OF THE—

Superintendent of Public Instruction.

BALTIMORE, January 1, 1902.

To the Board of School Commissioners:

GENTLEMEN: I have the honor to submit the annual report of the condition of the public schools of Baltimore for 1901.

By reference to Table A, it will be noted the number of pupils enrolled during the year ending December 31, 1899, (two years ago), was 80,146. The next year the total enrollment was 79,659, a decrease of 487. This year the enrollment is 83,415, an increase of 3,756 over last year, and 3,269 over the enrollment of the preceding year. Going back ten years, we find that the enrollment on December 31, 1891, was 66,386. The increase in ten years has been 16,579, and the average yearly increase 1,657. The average increase per year for the past two years has been 1,635.

There are 109 schools: of these 103 are elementary and six are secondary (including one for the professional training of teachers). There are 1,647 teachers; of these 1,508 are teaching in elementary schools and 87 in secondary

schools; 52 are engaged in teaching drawing, sewing, gymnastics and music. For details, see the tables accompanying this report.

The tables giving the enrollment and other statistics are of interest; but parents and the public are more concerned to know the present condition and the tendency of the education which the schools are giving. The chief factors in this education, so far as the school can control, are the organization of the system, by means of which supervision may be rendered helpful and effective in securing to teachers and to children conditions favorable to best results in health and character and intellectual growth; the curriculum which the child follows, including all the activities in which he is engaged, and the books and appliances for his use; the teacher, upon whose conception of the educational process so much depends, that all other factors take second rank; physical conditions, as represented by buildings and their sanitation and equipment.

THE ORGANIZATION.

An organization through which responsibility could be definitely fixed, was secured early in the year. With from two to four principals in every building, each responsible for but a part of the elementary course and working under a plan which forced competition for pupils, the most economical distribution of pupils among available rooms was not secured, nor was the most careful gradation of work to the ability of the pupils possible. As the indispensable preliminary step to the improvements contemplated, an organization was established similar to the one which has proved so satisfactory in Washington, St. Louis, Boston and elsewhere. The unit of the organization is the group of schools composed generally of a central grammar school and three or four neighboring primary schools, all supervised by a principal who is directly responsible to the superintendent. Each principal is assisted in his execu-

tive duties by the head teacher in each building, known as the vice-principal. Since each principal is responsible for a territory in which all the elementary grades from the first to the eighth are represented, he has a field complete in itself, which he studies as a whole, and within which he must harmonize all that is done. In advocating a similar consolidation of schools now going on in the City of Worcester, Mass., Superintendent Carroll says, "This is in line with the policy followed in other cities, and, in the interest of economy, frequently recommended by the superintendent of schools." (Worcester School Report, 1901.)

This is but carrying out in the educational field what has long been the accepted plan in the business world. The principals are heads of departments acting under the general direction of the superintendent. Each principal is responsible for everything that is done in his group of schools. He is within easy reach of every home. There is little loss of time, therefore, in adjusting the numerous minor difficulties that arise. He observes office hours at the central school and parents know exactly when and where they can see him. Except in extreme cases they are saved the time and trouble involved in a trip to the distant office of the superintendent.

In observing the entire field the Superintendent of Public Instruction is aided by two assistants. There is one supervising officer to every 60 teachers (on the average), each surveying a field broad enough to make his supervision intelligent, and clothed with sufficient authority to render it effective.

"In establishing this organization no teacher's salary was diminished, while the salaries of more than eight hundred teachers in primary schools and in grammar schools for girls were increased, thus placing primary instruction of girls upon the same professional plane as that of the grammer grades of boys. Through the creation of positions embracing duties of so responsible a character as to warrant

higher salaries than were paid before, twenty-two men and more than forty women had their salaries advanced in sums ranging from $200 to $500. While many salaries have been raised and none decreased, the total cost of public instruction has not been augmented, nothwithstanding the increased enrollment." (Report, June, 1901.)

CLASSIFICATION OF PUPILS.

During the spring months a careful study of classes in each group of schools was made by the principal of the group, with a view to classifying or grading the children according to working power, so that the rapid workers need not be held back by the slower pupils, and so that the slower pupils need not be unduly hurried. The larger the school the closer can this grading be without having two classes in a room. Take, for instance, a school with 300 pupils in first grade, 250 in second, 200 in third, 150 in fourth, 120 in fifth, 100 in sixth, 80 in seventh, 70 in eighth. It is evident that in this school six classes in first grade could be formed, five in second, four in third, three in fourth, three in fifth, two in sixth, two in seventh and two in eighth. For a number of years past the pupils of any given grade have been expected to complete the work of the grade in just one year, or else go over it again. Here and there a teacher took a class, or a portion of a class, over the work at a more rapid rate, but ordinarily the interval between promotions was a full year. Spending a second year upon the same work is a very disheartening thing for a pupil to do, and it is likely to make him lose interest in school. If he could have been allowed to go more slowly in the first instance, making his attainments solid and enduring as he proceeded, there need have been no interruption in his slow but sure progress; but, since stronger pupils were classed with him, the daily lesson, if heavy enough for them, grew day by day beyond his power, and by the middle of the year a considerable part of the daily work was beyond his compre-

hension. On the other hand, in the effort to scale the work down to his needs, the pupils, who, by reason of more advanced age, better health, or greater natural ability, might have mastered heavier assignments, had too little to do. Too little work is about as bad for an able pupil as too much work is for a slow pupil. It is for the interest of both that they be separated, so that each may move at a pace suited to his ability. Give the slow pupil time, and it is by no means certain that in the end he will be inferior to his mates.

The present classification aims to group together children who seem likely to be able to complete the work of a grade in the same time. The time need not necessarily be a year. A first grade of 300 pupils, as in our example, would furnish six groups. The strongest group would probably complete the work in considerably less than a year, and be the more alert and have the greater sense of power and greater interest in school. The weakest group would require more than a year for the completion of the same work. It is just as necessary in this case to withhold promotion till the work is well done, as in the former case to promote as soon as the work is well done. Between these too extremes you have four other rates of speed represented; so that as the year progresses the six classes considered in our illustration become separated from one another by short intervals, but each class moves at its own rate of speed, and there is no "putting back" of a class as a whole. Illness and absence will cause this in individual instances, but in a large school the interval between any two classes is so short that the pupil, by joining the next lower class, will be able to take up the work not far from the point where it was dropped; on the other hand, a pupil who develops unexpected strength can easily be advanced to a higher division or group whenever the work of his group becomes too light for him. He enters the class above and becomes a stimulating influence there. Thus each group is continually part-

ing with pupils who need the work of the next lower or the next higher group and receiving capable pupils from the group below.

No "aggregation of dullness" accumulates anywhere, if capable pupils are systematically sought out in all divisions of the various grades and moved up. They are made the more ambitious by the promotion, and they serve as a leaven in the group which they join. The larger the number of pupils in a grade the more numerous the groups, the shorter the intervals between classes and the greater the ease with which individual adjustments are made. Last September all pupils of a given grade started together and they are only gradually separating. Next September, instead of beginning together, each of the classes of a grade will take up the work at the point reached at the close of the current year, and the interval between classes will appear at the very beginning. The interval will be short in the lower grades and the grading correspondingly close. As we approach the upper grades we find fewer classes, a longer interval between them, and adjustments to meet individual needs more difficult. In the fifth, sixth, seventh and eighth grades the half year interval will be most convenient.

One obstacle to classification, according to the needs of the pupils, is the pride of the teacher in the capable pupils and her disinclination to part with them. Coupled with this is the idea that her work will be judged by the rate of progress of her class and the per cent. of the entire class promoted to the next grade at a fixed date. But since there is no fixed date for promotion, and since it is evident that the slowest class needs the most resourceful and interesting teacher, this traditional feeling ought to disappear. In no phase of school work are the principal and the teacher more serviceable than in constantly adjusting the classification of pupils so that their work may be suited to their powers.

THE CURRICULUM.

There is substantial agreement throughout the country as to what shall be taught in the elementary schools. It is impossible to make a new course of study. Experience from time to time suggests minor changes, but the standard subjects always appear, along with such additional subjects as changed social conditions and higher ideals of life introduce. The revision of our course was carefully made after frequent and prolonged discussions of every change, by superintendents, principals and teachers. The teachers of the primary grades were unanimous in their opinion that too much was attempted in arithmetic, and that the excessive time allotted to this subject shut out work better adapted to the young child's mental development. This feeling was by no means confined to teachers. Intelligent parents protested against the tyranny of a subject, that besides taking more time than any other study, forced them so largely to supplement the teacher's work. The excessive amount of abstract number work done in the primary schools seems to have been as much the result of tradition and the use of faulty text-books as of requirement. Arithmetics by five or six different authors were in use. These books, with one exception, treated a single portion of the subject matter by itself, as, for example, fractions, decimals, percentage, etc.

This method requires an exhaustive study of one kind of process before the elements of other closely related and more simple processes are introduced. Besides the tendency of this plan to bring in numbers too large for a child to interpret, and thus to deprive the subject of reality, there is the further disadvantage that a child might leave school permanently without learning the use of even the simplest fractions. Our course of study gradually introduces him to many processes, and even though he leaves school in the fifth year, he will have a considerable knowledge of fractions, decimals, denominate numbers and percentage; but the problems given in the earlier years are simple in char-

acter and involve only small numbers. The books adopted are by a single author and carefully graded. There is one small book for each grade. The elements of many topics are given in the lower grades, in examples easily understood by the younger pupils, and then the work in each topic is made more and more difficult through the various grades until it is finished. The arrangement of the topics is such that pupils passing into a new grade find but few new topics, but applications of increasing difficulty under familiar topics. This arrangement of subject matter greatly facilitates individual promotions from class to class and grade to grade.

The course in language needed very little modification. In administering it, however, it was thought best to select one language book for each grade as a standard, instead of using three or four different authors in the same grade. In penmanship the same policy has been pursued. In reading uniformity of text-books is not necessary. Reading books do not, except in the lower grades, impose a method; they simply furnish material, and variety is desirable. In geography, a brief statement of required work is given by grades in the Outline of Studies. A larger pamphlet is furnished to those teachers who desire the help to be obtained from a more elaborate treatment of the topics contained in the briefer outline. It is understood to be merely suggestive, a bank on which the teacher may draw according to the needs of his class and the facilities at hand for dealing more fully with selected topics. No study in the curriculum has greater possibilities of usefulness when freed from the old time memory method of presentation. In this connection mention should be made of Mrs. Ida Elliott's admirable work with our teachers. During the year she gave model lessons in geography in each group of schools in the presence of visiting teachers. After the pupils had been dismissed these lessons were in each instance fully discussed, and suggestions given which have been potent in improving the teaching of this subject throughout the city.

Closely related to geography, in fact a part of it, is nature study. It has not seemed best to prescribe any definite course in this subject. The interest of the teachers in it has led them in several instances to form classes and employ a teacher to give them stated instruction. The thought in this work is not so much to teach a number of scientific facts as to touch and awaken the interest of pupils in things about them. Our schools are useful to society in proportion to the number of different interests aroused and followed. Baltimore, in its admirably kept parks, affords far better facilities for nature study than most large cities. If we teach the children to see and appreciate the beautiful in these open spaces, so convenient to most schools, we shall not only greatly increase their happiness for life, but we shall give the community a generation of young people who will take pride in adding to the beauty of their city.

Sixteen kindergartens were opened in December, and it is probable that four more will be opened soon. These kindergartens are to serve a special purpose. Into them are gathered children of school age who, because of slow development, would ordinarily spend two years in the first grade. By this preliminary training they will be fitted to advance at the normal rate of speed upon entering the primary school. Funds are not available to conduct kindergartens for all children of true kindergarten age. Public sentiment must determine the further extension of the kindergarten system.

The ability to make plans; the resourcefulness which enables one to find or devise means to carry out one's plans; and, finally, the persistence which holds one to the undertaking till the work or project is completed, are qualities sadly lacking in the average man. In other words, the great lack is executive ability. Can the schools do any more than they are now doing to cultivate it? School work as ordinarily carried on is too imitative. Language studies are necessarily imitative; but others need not be. Elemen-

tary science, particulary elementary physics, properly taught, leads to independent thought; but manual training is pre-eminently adapted to cultivate executive ability and to strengthen the will. In some form it should have a place in every grade. We have it in two of the high schools, in the kindergartens, and, to a limited extent, in other grades in connection with drawing. In several schools commendable work has been done in wood-carving, Venetian iron work, card-board work, basketry, clay and map modeling, manufacture of slated globes, and other articles useful in the school room. So great has been the interest aroused that pupils have sought the privilege of staying after regular school hours to participate in the work.

It is gratifying to be able to report that arrangements are very nearly complete for the opening of four manual training centers for boys of the upper grammar grades, and at least one cooking center for girls. Each center will provide for 300 pupils, attending once each week for one and one-half hours. Sewing is taught to girls in grades three to eight, inclusive. Cooking, when offered, will take the place of half the sewing lessons in the seventh and eighth grades. The pioneer work in this city in demonstrating the value of cooking as a school study was well done by the Arundel Club six years ago, as shown by the Superintendent's report for the year 1899.

Systematic physical training is given throughout the elementary school course. Both in gymnastics and drawing the work is largely done by the regular class teacher. Special teachers meet the regular teachers once each month for the purpose of giving them instruction. The greater part of their time is occupied in giving model lessons in the school rooms. There has been a steady improvement in the results obtained. No essential modifications in plan have seemed necessary.

Shortly before the opening of the year covered by this report, a commission appointed by the Board made careful

investigation of the system of instruction in music then used in the schools. This commission included the Director of the Peabody Conservatory of Music and other well-known musicians of Baltimore. Acting upon their report, the Board discarded the music books then in use, and adopted a new series. Early in the year, a skillful and experienced supervisor was chosen, and two capaple assistants were selected from the local teaching force. Emphasis has been placed on song singing, both for enjoyment and self-expression. Tributary to this are lessons in listening, in writing from dictation, in sight reading and in the care of voice. Something broader and better has been attempted than giving the technical "rudiments" of music alone. In supervision children can be reached only through the grade teacher. This has been accomplished by meetings, by model lessons and by printed outlines of work. Two special classes for teachers are held weekly by the supervisor, one for those deficient in reading, and another for teachers who consider themselves unable to sing or carry a tune. The results of the year's work have been highly satisfactory. When the fact is considered that the music force is exceedingly small, that a portion of the time of the supervisor and one of the assistants is taken by the high schools, the work accomplished deserves the highest commendation.

The high school courses have been revised to meet the needs of pupils, whether for college preparation, for business, for teaching or for general culture. The fixed curriculum of many studies, all of which every pupil must pursue, produced a burdensome course, lacking in adaptation to pupils' varying needs, and affording small opportunity for intensive study because of the diversity of studies and necessarily few lessons in each.

The departmental plan of organization of the teaching force in secondary schools, recently adopted by the Board, has, as rapidly as possible, been carried out. The teachers only in a minority of cases stood for special subjects. Mostly

they were teaching what had been assigned them; and the assignment was often made with small regard to their special fitness for the work. Again, a teacher's force was in many cases dissipated over a variety of unrelated subjects; and the small allotment of time per week to each largely precluded intensive teaching. This was especially noticeable in the high schools for girls. The rules adopted June 12, 1901, are as follows:

1. The teaching staff of the Baltimore City College shall consist of a principal, seven heads of departments, a teacher of drawing, a teacher of physical culture, and as many assistants in each department as may be needed.

The seven departments shall be as follows:

The Department of English Language and Literature.

The Department of Modern Languages.

The Department of Ancient Languages.

The Department of Mathematics.

The Department of History.

The Department of Science.

The Department of Commerce.

The principal may be the head of one of these departments. Until the head of any given department is designated, all teachers of the department shall report directly to the principal.

2. The teaching staff of the Baltimore Polytechnic Institute shall consist of a principal and four heads of departments, and as many assistants in each department as may be needed.

The four departments shall be as follows:

The Department of Engineering.

The Department of Mathematics.

The Department of Science.

The Department of English, (including history).

The principal may be the head of one of the departments. Until the head of a department is designated, all teachers of the department shall report directly to the principal.

3. The work of other secondary schools shall be managed, as far as possible, on the departmental plan.

A noteworthy improvement afforded by the new program is the enlarged opportunity for the study of science. Formerly, only physics and chemistry were taught. Now, in addition to these, physical geography, botany and zoology are offered. Another special feature of the new program is the excellent character of the commercial course. To students intending to pursue a business course, sound training is furnished in English, mathematics, history, science and German, as well as instruction in book-keeping, commercial arithmetic, commercial geography, history of commerce, commercial law, political economy, stenography and typewriting. Admirable laboratories for the physical sciences have already been equipped at the City College, and, within a few weeks, the biological sciences will have similar provision made for them.

The complete equipment of the City College gymnasium and the inauguration of progressive instruction in physical culture for all members of the school desiring it, marks a decided advance in the efficiency of secondary school training. The results indicate that the bodily health of students will now be steadily conserved, and that the general work and discipline will be greatly promoted by the gymnastic exercises.

Systematic gymnastic training for girls in the Eastern and Western High Schools is urgently needed. It is even more important to provide this training for girls than for boys. The aim of physical training in the schools is, primarily, health; though skill is an outgrowth. The exercises are designed to strengthen all the vital organs of the body and to increase their functional power; to develop each part in relation to the whole. Physiological effect is considered and normal activity encouraged. It is not the aim of school gymnastics to train athletes, but to correct physical defects and to help each pupil get the body under perfect control of the will.

An addition to the Eastern High School is much needed. Until laboratory accommodations are provided there the full benefits of the new course of study cannot be realized.

The Baltimore Polytechnic Institute has had a fourth, or post-graduate year, added to its course, and its graduates are received into the best technical institutions of collegiate grade with advanced standing.

The Colored High School and the Colored Polytechnic Institute have been consolidated under a carefully selected colored faculty and removed to a suitable building. One advantage of the consolidation which it was hoped might be realized in the course of a few years has already been attained. Every pupil in the school has chosen and is regularly pursuing some form of manual or industrial training.

The Hampton spirit has taken possession of the school. Work with the hands has been elevated to its proper level.

Papers relating to the secondary schools are made a part of this report. They include the program of studies, the number of pupils studying each subject and other information of general interest.

THE TEACHER.

To secure good teaching we must have, besides natural fitness, both scholarship and correct ideals. Many think that the study of pedagogy is the panacea for all educational ills, but no amount of method can make up for lack of good mental habits. Reliance upon method is apt to stand in the way of scholarly attainment. The true order is a certain amount of knowledge, then methods of applying that knowledge. It is the emptiness of instruction which makes its drudgery alike for pupil and teacher. When the teacher has inspiring enthusiasm for his subject that springs from scholarly knowledge, interest banishes drudgery and children work without compulsion. We must, therefore, see to it that those entering the teaching force are good scholars. This consideration justifies all the efforts that have been

put forth to make the high schools the best possible, for to them we look to give academic preparation to those who will teach in the elementary schools.

The next consideration, and one scarcely less important than scholarship, is the attitude toward teaching which the right sort of professional training gives. In the high school scholarship rightly receives emphasis. The subject matter of instruction seems the important thing. Next to the necessary scholarship, even before it in some instances, those young people in the high school who expect to become teachers have been thinking of themselves and their supposed interests; how *their* happiness will be forwarded by getting a position as teacher. Problems of self rather than of the child and his needs have been uppermost in consciousness. It is for this reason that a good training school will do its most important work by gradually changing this attitude to one which regards studies as important just to the extent that they are of service in the child's development, and forgets self in the higher conception of service.

The Training School for Teachers was planned just before the opening of the year 1901, but the period of its actual operation has been the present year. While it is not yet possible to insist upon two full years of training, young girls just graduated from the high schools need not enter upon the responsible work of teaching wholly without preparation.

After two years in a good training school students are ready to enter upon independent work; but they still need careful and sympathetic guidance. We must keep before them the need of broad reading to make themselves interesting, and of professional reading to keep in touch with educational thought. They must be encouraged to continue thorough study. One who stops studying stops growing. In answer to a letter asking how his poetry was still as fresh as forty years before, Longfellow said that he knew a pear tree two hundred years old that bore as sweet fruit as when it was young, and added: "I presume it is because the tree

grows a little each year." The schools need men and women who keep on growing.

MODE OF APPOINTMENT.

The Charter provisions with reference to the examination and appointment of teachers in elementary schools have stood the test of four examinations. The impartiality and fairness of the plan are generally conceded. The examination is impersonal. The candidates write their names on slips of paper, which they seal in numbered envelopes. Each eandidate places upon each of his answer papers the number found upon his envelope. After the examination marks are tabulated, the envelopes are opened and the identity of the candidate disclosed. Candidates admitted to any examination may, if they choose, omit subjects in which at the last preceding examination they gained a mark of seventy-five per cent. or above. The average in such omitted subjects is taken from the records of the former examination. The examinations are competitive. The names of the aceepted candidates are placed upon graded lists in the order of their relative qualifications. All nominations of teachers are made in the order in which the names of the nominees appear upon such graded lists. Each list is exhausted before appointments are made from the next list of the same class. Through this means provided by the Charter, teachers of a high order of efficiency have been secured for the schools. Under the automatic operation of your rules, the first thirty on the graded lists are salaried substitutes for teachers absent from duty. Others on the graded lists may act as occasional substitutes.

When the fact is considered that a place on the graded list means speedy appointment, dependent only upon satisfactory work as a substitute, the outlook is far more encouraging to those who wish to teach than it was under former conditions. Many of those who have come into the service through the four Charter examinations had been on the old

eligible lists for years, and by acting as substitutes at a dollar a day, had become efficient teachers; yet, under the old customs, they had little prospect of appointment. Not only do such teachers secure early appointment, under present rules, but they at once receive a salary according to the years of previous service.

SALARIES OF TEACHERS IN ELEMENTARY SCHOOLS.

A graduate of the Training School at the close of the two years' course will, under the rules, receive a salary of $396 the first year of service. The present maximum salary for teachers in elementary schools is $504. Teachers would be quite willing to begin work at $396 a year if the future held out sufficiently alluring prospects; but with no higher salary to look forward to than $504 a year during one's teaching life, there is not sufficient encouragement to enter the profession. Under present rules, only one out of sixteen or seventeen can hope to obtain a position commanding a higher salary. The maximum ought to be raised to $600. To give this advance to all would cost more than the strictest ecomony is likely to make available out of the usual appropriation, and probably more than the city can furnish for the purpose. We should pay as generously as possible, but we should discriminate. Raising the compensation of teachers 20 per cent. will not improve the quality of their work, unless at the same time we raise the standard of qualifications. In most cities salaries are ample to youth and inexperience, but they are scant and inadequate to age and experience. In any large city there are many teachers receiving relatively all their services are worth. There are hundreds of people, young and old, ready to be engaged as teachers and to do the best work of which they are capable, at the salaries now paid. But there is not enough money at the disposal of school boards to give adequate compensation to able teachers, if the mediocre and the transient must receive the same salary, or nearly the same, as the progres-

sive and the permanent. There must, therefore, be some means of restricting the list, of limiting the higher salaries to the deserving. In fifty years we shall not have enough thoroughly competent teachers; therefore, we cannot say, "employ no others." But we can increase the supply of such teachers by making it better worth while to become thoroughly competent. By some just method a list could be made, on which names would stand in the order of merit, taking into account both executive ability and increased scholarship. The number of maximum salaries could be definitely fixed in advance, according to the money available, so that the item of cost would not fluctuate from year to year. Teachers receiving the maximum salary would be assigned to posts of the greatest difficulty. They would continue to receive the extra compensation during full efficiency, dropping back to the ordinary salary when unable to assume the more difficult assignments.

On the occurrence of vacancies from time to time, by reason of death, resignation or partial loss of efficiency, they would be filled from the merit list, taking the names in order. This would give the higher salaries to those who really earn them, and the method would therefore be a juster one than a uniform advance, which would necessarily be very small. Beyond a certain point, say five or six years, advance in salary based on length of service alone does not insure greater efficiency.

School authorities cannot afford to tolerate the continuance of manifestly bad work. How shall the work of the mediocre teachers be reached and improved? Such teachers must in some way be convinced that scholarship pays, so that they will begin to study; that it pays to make the lessons interesting; that there are incentives more effective with children than rewards and punishments. Originality comes to the teacher only after confidence is gained through imitation of good models. It seems to be thought that any desired improvement in the work of teachers can be brought

about simply by talking to them; that listening to the lectures of supervising officers is an unfailing resource. I am skeptical upon this point. I do not deny to this plan a certain value, but self-activity must be relied upon in the case of the teacher as in the case of the child. The child will attempt anything when you inspire him with confidence that he can do it. So with the teacher. It is better for a teacher to discover his own faults than to be told of them. It is still better to discover unsuspected powers. In both these directions a good model is effective. Meetings of teachers of a given grade may be held in the room of one of their number whose work is meritorious. The program of a day may be illustrated in about two hours by the children in the presence of the visiting teachers, and afterwards discussed. They may say it is a "show program;" so it is—purposely so—a show program to show ideals; to illustrate in a concrete way the views of the supervisor and teacher. No one is expected to copy; but such a program is full of suggestion. Here the services of the artist teachers of the force are utilized to lift the level of teaching throughout the system. The visiting teachers see the power of interest, and how the teacher's fullness of preparation makes the management of the class easy and free. It is a revelation to some of them that the school may be made a happy place which children prefer to almost any other. Having seen with their own eyes what can be done, they perceive the reasonableness of the suggestions given. Self satisfaction is the enemy of progress. We may talk till we are blind without shaking this self-satisfaction. Gatherings of teachers, small enough to secure individual participation, are helpful for free exchange of ideas; but a good model is far more helpful. Public criticism of the teaching force serves no good purpose. The way to get good teaching is to show appreciation of good teaching wherever it is found. Parents should visit the schools where their children are enrolled. No formal permission is necessary. It ought to be generally known that visitors are expected and welcomed.

One of the most gratifying things that I have to record is the enthusiasm which teachers have shown in availing themselves of the lecture courses offered by the Johns Hopkins University. Without any urging and at their own expense they have joined the various classes in large numbers. I am informed that the attendance is unusually large. More than 400 are taking the course on the Geography of North America given by Dr. Shattuck; and the Field Foray Club, organized for geographical excursions and for special lectures on geography and related subjects, numbers nearly 1,000 members, mostly teachers in the public schools. Dr. Ames's lectures in Physics are followed by work in the laboratory. They are more than lectures. They include exposition and demonstration, followed by individual experimentation. The courses in Latin, Botany, English Literature and Classical Literature are well attended by teachers. This manifestation of an eager desire for increased attainment is full of promise to education in this city. Teachers in the schools of Baltimore have in these courses, and in lectures open to them at the Woman's College and the Academy of Sciences, educational advantages that few other cities, if any, in the country can command.

In several groups of schools the teachers have established professional libraries at their own expense. Classes in nature study, some of them under leaders paid by the teachers, have been carried on. The lecture courses of the Public School Teachers' Association are well supported.

It is high tribute to the place which the kindergarten has won in the educational field, as well as a marked indication of high professional ambition on the part of our primary teachers, that many of them have joined classes for the study of kindergarten theory and practice with a view to improving their own work.

THE BUILDINGS.

The condition of the one hundred or more buildings used for school purposes was fully set forth by the Supervisor of Buildings a year ago. Where so much is needed to be done, a complete transformation must necessarily be the work of many years. Progress has been made. The worst evils have been remedied so far as funds were available. Much general repair work has been done. Ventilation and sanitation have received attention. Stoves are giving place to furnaces, and vaults to modern flush closets. In a few instances, notably at School No. 80 and School No. 106, access to the closets is too limited for such large schools. Several other buildings present this difficulty in lesser degree. Drinking fountains are too few.

Since, for some years to come, all school buildings now owned by the city will be needed for the housing of the school population, attention must be directed to making the older structures as habitable as possible. Many of them are so exceedingly defective in lighting, that the city must have been for years, and is now, responsible for an incalculable amount of myopia and kindred ills that handicap children for life. When the young child enters the school at the age of six, his eye is but an imperfect instrument. It ought to have the most favorable conditions for its development. In many school rooms in the older buildings, the light is so dim, even on moderately clear days, as to make eye strain inevitable. I regard the condition as most serious. The greatest effort ought to be made to alleviate these conditions; in some cases by cutting additional windows, in other cases by using Luxfer prisms to augment the light.

In the Supervisor's last annual report 26 buildings were classed as "very defective" and 13 as positively "delinquent." His report should be re-read by every one who cares for the health of school children. Now that the needs of those growing portions of the city, heretofore without school buildings, have been considered and plans set on

foot for their relief, it is to be hoped that some of these dangerously unsanitary buildings in the older parts of the city may be replaced by suitable structures.

The whole subject of school hygiene deserves greater attention than it has in the past received. It is common to find children by the score in desks that are so high for them that their feet fail to touch the floor, or so low that the children occupying them are tending to become round shouldered. Adjustable desks not being available, rearrangment is the remedy.

There is much to be done also in rearranging desks so that the children may have the left side toward the light. This change is imperative, but it is expensive, especially when it involves the moving of black-boards, as well as the repair of the plastering from which the boards have been removed. In some rooms children sit with faces toward the windows. This is the worst possible position; next to this is the position with the right side toward the light. There is also much to do in rearranging the single and double desks with reference to the floor space of the room to be seated. So long as the old double desks must be used they should be used in the smaller rooms. Single desks, requiring more floor space, should be placed in the larger rooms. Instead of this we find, in many instances, rooms about 22 feet square so full of single desks that there is no room for pupils to move about, and yet not enough desks for a class of average size. In other rooms, 25 feet by 30 feet, we find as many as 50 double desks where only 25 are needed. The large rooms should have the single desks and the small rooms the double desks. This arrangement would secure much needed space at black-boards and about the teachers' desks. Small rooms and double desks are exceedingly undesirable; but, since we have them in such numbers, it is highly desirable to give more thought to rearrangements that will make their use attended with as little inconvenience as possible. Where adjustable desks are not

furnished, desks of two sizes should be placed in each room. School furnishing, as well as school architecture, has been made a matter of such careful study that we ought not in future to make selections without questioning whether that which has served in the past is the best now obtainable.

In our primary schools the black-boards are too high. Cumbrous steps and platforms, upon which the children mount to reach the boards, occupy valuable floor space. The boards are on this account less accessible and less used than they ought to be. The shifting and rearranging of furniture to comply with such conditions as direction of light, height of pupils and available floor space, the lowering of black-boards and the proper shading of windows, are more formidable tasks than was apparent a year ago; but the work is of great importance, and I urge the necessity of an adequate appropriation. A force should be kept at work during each vacation following carefully prepared plans until everything possible has been done to provide conditions favorable to healthful mental work.

It has required the most careful planning to provide for all of the children applying for admission, as no new buildings have been available. The rule of the Board allowing children of the beginners' grade to be dismissed for the day after a session of three hours has made many rooms available for two classes each day. By great care in the distribution of children among available rooms, and by the plan of part time classes for small children, all applicants have been accommodated. Those refused at one building have found room at another not so far away as to make the distance prohibitory. Where part time classes in first grade are of moderate size all substantial results of a longer school day are realized. Small children do not gain in knowledge in proportion to the time spent in school. Natural physical growth has much more to do with their advancement than intellectual drill. But where these classes are very large, as at School No. 99, Washington street and

North avenue, the proper amount of individual attention cannot be given, and the work suffers. In this school, and in a few others, it has been necessary to shorten the day for classes in second and third grades, so that one room might be used for two classes. In such cases the school day is four hours. The morning class occupies the room from 8.30 A.M. to 12.30 P. M., and the afternoon class from 12.30 P. M. to 4.30 P. M. This arrangement is not very satisfactory to parents, nor are the results all that could be desired. The last hour of the four is worth very little compared with the first hour or the second. If the four hours could be divided into two equal parts, by an interval of an hour or more for rest and recuperation, the results would be satisfactory in every respect; but to arrange this for two classes, using the same room, would discommode the homes to such an extent as to render the plan impracticable. The most marked instances of crowding are at School No. 99, already referred to, School No. 55, Hampden, School No. 63, Walbrook, School No. 112, Carey and Chappell streets, and School No. 113, Girard avenue and Sherman Place. In other crowded schools afternoon classes in the beginners' grade have given sufficient relief. This use of the rooms, however, deprives us of the means of carrying out a very valuable suggestion made by several of the principals, namely: that the overgrown or belated children, a few of whom we find in all first grades, be allowed to return in the afternoon for manual training and kindred work of a less formal nature than is given in the morning. If no objection is raised by the Board, I shall approve the suggestion, and authorize a trial of the plan wherever rooms are available in the afternoon. It will, in my judgment, be especially valuable in the localities in which children leave school at an early age. Sewing and the elements of housekeeping might thus be taught to girls who, classified as they are according to purely intellectual attainments, would otherwise end their school life without reaching the grade where those subjects are regu-

larly taught. Suitable manual training might be provided for the boys. If the school is to be of the greatest social service, it must supply what the homes fail to furnish. It will thus in time, through its art, its music, its industries, bring into inadequate homes some of the elements which they now lack.

Truancy is especially prevalent among children too old for the grade in which they belong. In such instances the school with its ordinary routine cannot compete with the street and its suggestions. Often the parents of such children, besides being indifferent about keeping them in school, have no control over them, and they grow up without discipline or training of any kind, except what little they get in their intermittent attendance at school. They early become truants and, sooner or later becoming incorrigible, are expelled from school for outrageous conduct, or else make deliberate and permanent choice of the street until the jail or the penitentiary claims them. Meanwhile, boys of this sort are the individuals composing the street "gang." They come in daily contact with the other pupils on their way to and from school and exercise a most harmful influence over the weak-minded and the adventurous. In nearly every instance the direct cause of a first act of truancy is the example and influence of some older and more hardened companion. These cases are a menace to the welfare of a community.

In accordance with your decision recorded in the minutes of the meeting of November 20, 1900, two sessions have been held in all elementary schools on each school day since September 17. I am fully convinced that the two-session plan, besides stopping the agitation and confusion resulting from lack of uniformity in sessions, is far better for the health of the children, and that they do much more satisfactory work when the morning session is followed by a period of considerable length, during which they may have the beneficial exercise of walking home and returning to

school after a light, but warm and nutritious meal. High schools and private schools are quite generally forced to follow the one-session plan by reason of their distance from the homes of their patrons; but in the case of public elementary schools, scattered as they are all over the city, one or more within easy reach of every home, there is no such reason to justify an unhygienic arrangement of hours. The conclusions derived from experience have been verified by scientific investigation. The hour between 11 and 12 is much less valuable for study than either of the other morning hours; decreasingly valuable are the fourth and fifth hours unless separated from the morning hours by a period sufficiently long for rest and recuperation. To hold children to intellectual tasks after the fatigue point has been reached is worse than useless; it is positively harmful. For this reason the rules now provide that, when one session is ordered on stormy days, the schools shall close at 1 o'clock.

It is obviously the duty of those charged with administrative responsibilities, to utilize to the fullest extent the combined wisdom and experience of all with whom they are associated. To this end, principals and superintendents meet in round table session twice each month to consider plans through which the schools may be improved. All phases of school work are discussed, and suggestions are freely offered. As occasion demands and at stated times, principals hold conferences with the teachers associated with them, by grades, by buildings and in general meetings. The superintendent and assistant superientendents attend as many of these meetings as possible. Through these stated meetings, and through informal conferences, teachers, principals and superintendent give and receive suggestions, out of which well defined plans gradually develop. These plans, thus formed, often represent the thought, not of one official only, but the best judgment of a large number of co-workers in the schools.

I desire to record my appreciation of the spirit of co-operation shown by the assistant superintendents, the principals and the teachers, generally. Some perplexities and misunderstandings are inevitable when changes of importance are made in any long established system, but the last half year has seen the perplexities and misunderstandings in large measure removed; and the schools enter upon a new year with every prospect of accomplishing with a high degree of success the great work committed to them.

Respectfully submitted,

JAMES H. VAN SICKLE.

TABLES.

SUMMARY OF STATISTICS.

Population of Baltimore "United States Census"	508,957
Basis of Taxation	$402,514,431 00
School Tax	.30 11/16
Number of pupils belonging December 31, 1901	64,918
Number of pupils enrolled during year ending December 31, 1900,	79,659
Number of pupils enrolled during year ending December 31, 1901,	83,415
Increase	3,756
Number of teachers December 31, 1901	1,647
Decrease	29
Number of schools December 31, 1901	109
Percentage of attendance on enrollment	84 per cent.

Tables Accompanying Superintendent's Report.

TABLE A.

Statement showing the Number of Male and Female Teachers and the Number of Pupils Belonging December, 1901, the Average Number of Pupils Belonging during the Year, the Average Attendance for the Year, the Percentage of Attendance for the Year, and the Number in School During the Year.

Schools.	Teachers.		Number of Pupils.					
	Males.	Females.	Number of Pupils Belonging December 1901.	Average Number of Pupils Belonging for the Year.	Average attendance for the Year.	Percentage of Attendance for the Year.	Whole Number in School During Year.	Enrollment After Deducting Transfers.
Baltimore City College	19	.....	619	556	528	95	888	888
Eastern High School	2	14	350	347	322	93	515	514
Western High School	1	20	680	559	509	91	902	900
Baltimore Polytechnic Institute	15	.....	231	246	217	88	372	250
Col. High and Training School	8	4	232	233	224	96	250	364
Totals	45	38	2112	1941	1800	463	2927	3039
Group A, School No. 3	.....	16	678	686	589	86	947	....
" " 24	.....	14	597	590	490	83	821	....
" " 38	.....	8	319	324	269	83	464	....
" " 47	2	23	940	869	768	88	1308	....
Totals	2	61	2534	2469	2116	86	3540	3407
Group B, School No. 6	.....	12	537	538	419	78	743	....
" " 23	.....	16	593	609	507	83	855	....
" " 25	.....	13	566	576	465	81	835	....
" " 42	2	19	861	854	763	89	1282	....
" " 108	.....	5	234	227	157	69	352	....
Totals	2	65	2791	2804	2311	82	4067	3885

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		NUMBER OF PUPILS.					
	Males.	Females.	Number of Pupils Belonging December, 1901.	Average Number of Pupils Belonging for the Year.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Whole Number in School During Year.	Enrollment After Deducting Transfers.
Group C, School No. 17.....	.....	12	553	502	400	80	728	....
" " 28.....	.....	14	610	602	531	88	824	....
" " 33.....	.....	14	621	582	485	84	799	....
" " 35.....	.....	12	455	393	328	83	553	....
" " 70.....	2	16	681	713	636	89	1192	....
Totals.....	2	68	2920	2792	2380	85	4096	3601
Group D, School No. 2.....	.....	13	535	540	456	85	726	....
" " 8.....	.....	13	575	476	384	81	796	....
" " 93.....	3	35	1532	1494	1320	89	1987	....
Totals.....	3	61	2642	2510	2160	86	3509	3220
Group E, School No. 13.....	.....	12	561	520	416	80	766	....
" " 27.....	.....	12	583	589	488	83	850	....
" " 36.....	.....	11	436	441	367	84	593	....
" " 77.....	2	17	756	693	613	88	1022	....
" " 97.....	2	14	606	596	530	89	750	....
Totals,.....	4	66	2942	2839	2414	85	3981	3678
Group F, School No. 5.....	.....	19	884	810	659	81	1112	....
" " 26.....	.....	9	414	312	256	82	535	...
" " 71.....	3	16	612	656	572	87	943	....
" " 101.....	2	4	260	257	214	83	408	....
" " 111.....	.....	13	583	551	409	74	778	....
Totals.....	5	61	2753	2586	2110	81	3776	3493

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		NUMBER OF PUPILS.					
	Males.	Females.	Number of Pupils Belonging December, 1901.	Average Number of Pupils Belonging for the Year.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Whole Number in School During Year.	Enrollment After Deducting Transfers.
Group G, School No. 7	.....	9	529	459	366	80	724	....
" " 43	1	30	1250	1328	1126	85	1835	....
" " 73	.....	14	549	437	370	85	759	....
" " 105	3	10	624	597	453	76	874	....
Totals	4	63	2952	2821	2315	82	4192	3684
Group H, School No. 16	.....	12	456	471	392	83	697	....
" " 32	.....	12	489	494	413	84	751	....
" " 45	2	12	592	580	491	85	975	....
" " 49	.....	6	189	187	142	82	307	....
" " 113	4	11	645	633	518	81	952	....
Totals,	6	53	2371	2365	1956	83	3682	3231
Group I, School No. 20	.....	35	1584	1502	1242	83	2186	....
" " 80	3	26	1191	1223	1052	86	1880	...
Totals	3	61	2775	2725	2294	84	4066	3893
Group J, School No. 37	.....	15	721	696	540	78	1077	....
" " 94	1	25	1260	1236	1107	90	1622	....
" " 99	2	20	1043	921	803	87	1317	....
Totals	3	60	3024	2853	2450	86	4016	3800

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		NUMBER OF PUPILS.					
	Males.	Females.	Number of Pupils Belonging December, 1901.	Average Number of Pupils Belonging for the Year.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Whole Number in School During Year.	Enrollment After Deducting Transfers.
Group K, School No. 50	.....	7	307	291	253	86	387	....
" " 51	2	22	953	963	834	87	1357	....
" " 52	1	7	283	268	228	85	420	....
" " 53	.....	20	872	714	593	83	1272	..
" " 54	.....	12	537	519	430	83	786	....
" " 115	1	3	220	203	192	85	293	....
Totals	4	71	3172	2958	2530	85	4515	3988
Group L, School No. 76	1	18	746	749	619	82	1024	981
Group M, School No. 4	.....	17	658	659	574	88	911	....
" " 29	.....	11	422	435	362	83	520	...
" " 44	1	14	541	588	519	88	767	....
" " 92	2	20	884	865	778	90	1105	....
" " 106	2	16	751	715	555	76	953	....
Totals	5	78	3256	3262	2788	86	4256	4007
Group N, School No. 12	.....	15	622	584	492	85	873	....
" " 22	.....	15	544	541	455	84	798	....
" " 34	.....	14	603	549	442	81	824	....
" " 72	2	17	781	770	641	83	1.86	....
" " 102	2	2	132	161	148	91	248	....
" " 109	1	8	375	385	276	72	552	....
Total	5	71	3057	2990	2454	82	4481	3911

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		NUMBER OF PUPILS.					
	Males.	Females.	Number of Pupils Belonging December, 1901.	Average Number of Pupils Belonging for the Year.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Whole Number in School During Year.	Enrollment After Deducting Transfers.
Group O, School No. 10	.....	10	390	356	281	79	509	....
" " 19	.....	18	725	622	498	80	1517	....
" " 30	.....	16	811	739	613	83	1192	....
" " 48	1	11	517	559	472	85	1138	....
" " 114	3	10	580	504	349	69	798	....
Totals	4	65	3023	2780	2213	80	5154	4845
Group P, School No. 66	.....	4	172	160	142	88	237	....
" " 67	.....	6	274	267	215	81	390	....
" " 68	3	12	477	482	406	85	682	....
" " 96	3	15	784	744	655	88	1022	....
" " 98	.....	8	310	333	294	88	429	....
Totals	6	45	2017	1986	1712	86	2760	2652
Group Q, School No. 11	.....	25	1042	987	836	85	1505	....
" " 63	2	12	544	535	434	83	748	....
" " 65	1	7	317	304	233	77	422	....
" " 78	1	17	739	711	632	89	1016	....
" " 103	3	2	184	202	162	80	302	....
Totals	7	63	2826	2739	2297	84	3993	3579

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		NUMBER OF PUPILS.					
	Males.	Females.	Number of Pupils Belonging December, 1901.	Average Number of Pupils Belonging for the Year.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Whole Number in School During Year.	Enrollment After Deducting Transfers.
Group R, School No. 15	.....	15	629	652	553	84	1007	....
" " 31	.....	12	443	346	290	84	564	....
" " 39	.....	13	505	452	398	88	634	....
" " 75	2	23	985	1006	893	89	1384	....
Totals	2	63	2562	2456	2134	87	3589	3139
Group S, School No. 82	1	11	404	422	372	88	600	....
" " 95	1	16	645	668	599	90	1013	....
" " 107	.....	12	609	568	428	75	749	....
" " 110	1	18	934	903	717	79	1307	....
" " 116	1	6	495	454	342	75	617	....
Totals	4	63	3087	3015	2458	82	4286	3933
Group T, School No. 46	1	15	582	573	506	88	808	....
" " 79	1	23	964	969	834	87	1309	....
" " 91	1	12	494	500	455	91	....	....
Totals	3	51	2040	2042	1795	88	2117	1999
Group U, School No. 14	.....	15	613	522	413	80	739	....
" " 21	.....	10	407	400	326	82	602	....
" " 61	1	19	826	827	730	88	1082	....
" " 81	1	17	698	699	606	87	1055	....
Totals	2	61	2544	2448	2075	85	3478	2979

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		NUMBER OF PUPILS.					
	Males.	Females.	Number of Pupils Belonging December, 1901.	Average Number of Pupils Belonging for the Year.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Whole Number in School During Year.	Enrollment After Deducting Transfers.
Group V, School No. 59	.....	4	140	143	113	79	195	
" " 60	2	20	894	870	717	83	1247	...
" " 62	.....	9	411	348	285	81	535	....
" " 64	.....	3	90	80	66	83	118	....
" " 112	4	22	1323	1044	859	82	1703	....
" " 118	5	4	435	447	386	86	888	....
Totals	11	62	3293	2932	2426	83	4686	4021
Group W, School No. 55	1	19	785	726	612	84	1025	....
" " 56	.....	8	315	325	255	78	466	....
" " 57	.....	7	209	215	183	85	298	....
" " 58	1	9	364	369	285	77	514	....
Totals	2	42	1673	1635	1335	82	2303	2140
Training School, G. Sch. No. 1	2	12	541	560	477	85	812	....
" " " 9	.....	18	638	594	494	83	884	...
" " " 100	1	13	574	627	471	75	837	....
Totals	3	43	1753	1781	1442	81	2533	2310
Training School	2	2	53	71	56	79	123	....

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

COLORED SCHOOLS.	TEACHERS.		NUMBER OF PUPILS.				
	Males.	Females.	Number of Pupils Belonging December, 1901.	Average Number of Pupils Belonging for the Year.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Whole Number in School During Year.
Colored High and Training School	8	4	232	233	224	96	250
School No. 100	1	13	574	627	471	75	837
" 101	2	4	260	257	214	83	408
" 102	2	2	132	161	148	91	248
" 103 *	3	2	184	202	162	80	302
" 105 *	3	10	624	597	453	76	874
" 106	2	16	751	715	555	76	953
" 107	.....	12	609	568	428	75	749
" 108	.....	5	234	227	157	69	352
" 109	1	8	375	385	276	72	552
" 110	1	18	934	903	717	79	1307
" 111	.....	13	583	551	409	74	778
" 112 *	4	22	1323	1044	859	82	1703
" 113 *	4	11	645	633	518	81	952
" 114 *	3	10	580	504	349	69	798
" 115 *	1	3	220	203	192	85	293
" 116	1	6	495	454	342	75	617
" 118 *	5	4	435	447	386	86	888
Totals	41	163	9190	8711	6860	79	12861

*Schools taught by colored faculties.

TABLE A—Continued.—Tables Accompanying Superintendent's Report.—Recapitulation.

Schools.	Number of Schools December, 1901.	Number of Teachers			Number of Pupils.						Number of Pupils Enrolled in School Compared by Years.	
		Males December, 1901.	Females December, 1901.	Totals December, 1901.	No. of Pupils belonging Dec. 31, 1901.	Average No. belonging for the Year 1901.	Average Attendance for the Year.	Percentage of Attendance.	Whole No. in School During Year.	Enrollment After Deducting Transfers.	Years.	No. of Pupils.
Training School	1	1	2	4	53	71	56	79	123	123	.....	.....
Baltimore City College	1	19	.....	19	619	556	528	95	888	888	1877	45,942
Eastern High School	1	2	14	16	350	347	322	93	515	514	1878	45,951
Western High School	1	1	20	21	680	559	509	91	902	900	1879	48,988
Baltimore Polytechnic Institute	1	15	.....	15	231	246	217	88	372	364	1880	48,066
Col. High and Training School	1	8	4	12	232	233	224	96	250	250	1881	47,048
Total	6	46	40	87	2,165	2,012	1,856	92	3,050	3,039	1882	48,277
Group A	4	2	61	63	2,534	2.469	2,116	86	3,540	3.407	1883	48,876
" B	5	2	65	67	2,791	2,804	2,311	82	4,067	3,885	1884	52,548
" C	5	2	68	70	2,920	2,792	2,380	85	4,096	3,601	1885	52,970
" D	3	3	61	64	2,642	2,510	2,160	86	3,509	3,220	1886	54,221
" E	5	4	66	70	2,942	2,839	2,414	85	3,981	3,678	1887	54,210
" F	5	5	61	66	2,753	2,586	2,110	81	3,776	3,493	1888	59,906
" G	4	4	63	67	2,952	2,821	2,315	82	4,192	3,684	1889	63,545
" H	5	6	53	59	2,371	2,365	1,956	83	3,682	3,231	1890	65,758
" I	2	3	61	64	2,775	2,725	2,294	84	4,066	3,893	1891	66,836
" J	3	3	60	63	3,024	2,853	2,450	86	4,016	3,800	1892	67,610
" K	6	4	71	75	3,172	2,958	2,530	85	4,515	3,988	1893	69,425
" L	1	1	18	19	746	749	619	82	1,024	981	1894	72,980

TABLE A—Concluded.—TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.—RECAPITULATION.

SCHOOLS.	Number of Schools December, 1901.	NUMBER OF TEACHERS			NUMBER OF PUPILS.						Number of Pupils Enrolled in School Compared by Years.	
		Males December, 1901.	Females December 1901.	Totals December, 1901.	No. of Pupils belonging Dec. 31, 1901.	Average No. belonging for the Year 1901.	Average Attendance for the Year.	Percentage of Attendance.	Whole No. in School during Year.	Enrollment After Deducting Transfers.	Years.	No. of Pupils.
Group M	5	5	78	83	3,256	3,262	2,788	86	4,256	4,007	1895	75,610
" N	6	5	71	76	3,057	2,990	2,454	82	4,481	3,911	1896	76,192
" O	5	4	65	69	3,023	2,780	2,213	80	5,154	4,845	1897	78,542
" P	5	6	45	51	2,017	1,896	1,712	86	2,760	2,652	1898	79,684
" Q	5	7	63	70	2,826	2,739	2,297	84	3,993	3,579	1899	80,146
" R	4	2	63	65	2,562	2,456	2,134	87	3,589	3,139	1900	79,659
" S	5	4	63	67	3,087	3,015	2,458	82	4,286	3,933	1901	83,415
" T	3	3	51	54	2,040	2,042	1,795	88	2,117	1,999	.....	.....
" U	4	2	61	63	2,544	2,448	2,075	85	3,478	2,979	.....	.....
" V	6	11	62	73	3,293	2,932	2,426	83	4,686	4,021	.....	.....
" W	4	2	42	44	1,673	1,635	1,335	82	2,303	2,140	.....	.....
" Training School	3	4	43	46	1,753	1,781	1,442	81	2,533	2,310	.....	.....
	103	94	1415	~~1509~~ 1509	62,753	60,447	50,784	84	88,100	80,376	.....	.....
Special. Music	.....	.....	3	3	.....	.....	.....	.....	.....	.....	.....	.....
Special. Drawing	.....	.....	16	16	.....	.....	.....	.....	.....	.....	.....	.....
Special. Sewing	.....	.....	25	25	.....	.....	.....	.....	.....	.....	.....	.....
Special. Physical Culture	.....	1	7	8	.....	.....	.....	.....	.....	.....	.....	.....
Totals	109	141	1506	1647	64,918	62,459	52,640	84	91,150	83,415	.....	.....

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE B.

DIFFERENT GRADES OF SCHOOLS COMPARED.

	Year 1901.	Year 1900.	Increase.	Decrease.
Number of pupils in Balto. City College...	619	556	63	.....
" " " " Eastern High School.	350	374	.....	24
" " " " Western High School.	680	556	124	.....
Number of pupils in Baltimore Polytechnic Institute.	231	278	.....	47*
Number of pupils in Colored High and Training School.....	223	259	.....	36*
Number of pupils in Train'g School (White)	53	.....	53	.....
" " " " " " (Col'd).	9	... .	9	.....
" " " " Elementary Schools .	62,753	62,697	56	.....
Totals.....	64,918	64,720	305	107
Number of pupils in colored schools included in above table.....	9,190	9,124	66	.....

* The apparent decrease caused by dropping out of seventh grade.

TABLE BB.

DIFFERENT GRADES OF CLASSES COMPARED.

	1901.	1900.	Increase.	Decrease.
Number of pupils in fifth year of B. C. C.	35	33	2	.....
Number of pupils in Fourth-Year Secondary Schools..	222	181	41	.....
Number of pupils in Third-Year Secondary Schools.....	308	320	.....	12
Number of pupils in Second-Year Secondary Schools.....	516	456	60	.....
Number of pupils in First-Year Secondary Schools.....	948	849	99	.....
Number of pupils in Preparatory Classes B. P. I. and C. H. & T.....	74	184	.....	110
Number of pupils in Teachers' Training Schools.....	62	... .	62	.....
Number of pupils in Eighth Grade	1,710	1,646	64	.....
" " " " Seventh "	2,884	2,679	205	.....
" " " " Sixth "	4,495	4,405	90	.....
" " " " Fifth "	6,231	6,211	20	.....
" " " " Fourth "	8,535	8,269	266	.....
" " " " Third "	10.240	9,658	582	.....
" " " " Second "	12,842	11,553	1,289	.....
" " " " First "	15,816	18,277	.....	2,461
Totals...	64,918	64,720	2,780	2,582

TABLE D.

SCHOOLS.	NUMBER OF PUPILS BETWEEN THE AGES OF																TOTALS.
	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	
Baltimore City College								1	12	125	173	161	93	33	21		619
Eastern High School									3	29	108	90	61	43	16		350
Western "									7	96	125	191	145	76	38	2	680
Balto Polytechnic Inst							1	6	43	65	59	27	23	4	3		231
Col'd High & Train'g Sch.									5	11	31	45	51	44	30	15	223
Totals							1	7	70	326	496	514	373	200	108	17	2103
Group A, School No. 3	24	123	150	135	119	81	31	10	4		1						678
" " 24	13	107	115	119	101	79	34	15	11	3							597
" " 38	16	59	54	72	59	32	16	7	4								319
" " 47				15	57	114	180	247	155	107	48	12	5				940
	53	289	319	341	336	306	261	279	174	110	49	12	5				2534
Group B, School No. 6	11	111	104	110	94	57	32	8	10								537
" " 23	18	85	114	106	119	88	39	17	6		1						593
" " 25	18	81	91	98	115	80	58	17	7	1							566
" " 42				1	45	114	170	202	165	102	41	17	4				861
" " 108		28	41	24	32	28	31	21	18	8	3						234
	47	305	350	339	405	367	330	265	206	111	45	17	4				2791

Group C, School, No. 33..	19	103	115	112	104	92	44	22	9	1	.....	.....	.....	.....	.....	.....	621
" " 28..	10	100	129	110	94	93	37	24	11	2	.....	.....	.....	.....	.....	.....	610
" " 17..	22	84	91	97	103	91	35	24	6	.....	.....	.....	.....	.....	.....	.....	553
" " 35..	13	74	66	62	74	60	44	34	18	8	2	.....	.....	.....	.....	.....	455
" " 70..	....	....	...	....	16	81	116	180	151	83	36	16	2	.....	.....	.....	681
	64	361	401	381	391	417	276	284	195	94	38	16	2	.....	.....	... .	2920
Group D, School, No. 2..	26	111	101	105	89	61	27	11	4	.....	...	.....	.....	.....	.....	.....	535
" " 8..	13	79	86	90	86	100	58	37	21	4	1	.....	.....	.....	.....	.....	575
" " 93..	40	140	190	170	223	218	213	202	89	30	15	2	.....	.....	.....	.....	1532
	79	330	377	365	398	379	298	250	114	34	16	2	.....	.....	.....	.....	2642
Group E, School No. 13..	13	81	113	106	92	57	50	34	15	.....	.....	.....	.....	.....	.....	.....	561
" " 27..	22	93	103	147	98	77	29	11	3	.....	.....	.....	.....	.....	.....	.....	583
" " 36..	16	78	82	84	77	64	23	9	2	1	.....	.....	.....	.....	.....	.....	436
" " 97..	11	55	96	63	99	76	64	58	46	24	13	1	.....	.....	.....	.....	606
" " 77..	.....	....	....	5	37	123	157	167	130	92	37	8	....	.....	.....	.....	756
	62	307	394	405	403	397	323	279	196	117	50	9	.....	.....	.....	.....	2942
Group F, School No. 5..	44	120	153	156	160	116	64	53	10	6	2	.....	.....	.....	.....	.....	884
" " 26..	8	48	78	74	62	67	40	26	8	3	....	.....	.....	.....	.....	.....	414
" " 71..	...	....	....	1	15	63	104	156	152	84	28	9	.....	.....	.....	.....	612
" " 101..	..	....	....	....	1	8	15	47	62	57	42	18	8	2	.....	.....	260
" " 111..	2	66	83	82	76	73	70	57	43	23	6	1	1	.....	.....	.....	583
	54	234	314	313	314	327	293	339	275	173	78	28	9	2	.....	.....	2753

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE D—Continued.

SCHOOLS.		NUMBER OF PUPILS BETWEEN THE AGES OF																Totals.
		5–6	6–7	7–8	8–9	9–10	10–11	11–12	12–13	13–14	14–15	15–16	16–17	17–18	18–19	19–20	20–21	
Group G, School No.	7	8	127	105	111	87	51	21	11	6	2	...	.....	...	.....	.....	.....	529
" "	43	35	155	147	175	163	159	138	136	83	44	15	.....	.....	.....	.....	.....	1250
" "	73	2	10	14	28	65	81	106	120	71	36	14	2	.....	.....	.....	.....	549
" "	105	6	68	74	72	92	81	80	72	51	19	8	1	.....	.....	.....	.....	624
		51	360	340	386	407	372	345	339	211	101	37	3	.....	.....	.....	.....	2952
Group H, School No.	16	14	71	82	05	65	58	43	8	8	2	...	.....	.....	.....	.....	.....	456
" "	32	23	84	115	93	81	46	29	11	4	1	2	.....	.....	.....	.....	.....	489
" "	45	...	.....	....	2	38	71	113	122	120	81	32	13	.....	.....	.....	.....	592
" "	49	5	20	15	24	15	32	21	15	31	8	2	1	.....	.....	.....	.....	189
" "	113	9	41	53	59	79	74	65	59	63	66	41	26	9	1	.....	.....	645
		51	216	265	283	278	281	271	215	226	158	77	40	9	1	.....	.....	2371
Group I, School No.	20	27	225	258	320	294	229	115	74	31	7	4	.....	...	.....	.....	.....	1584
" "	80	....	....	....	2	38	112	182	296	245	210	80	24	1	1	.....	.....	1191
		27	225	258	322	332	341	297	370	276	217	84	24	1	1	.....	.....	2775

Group J, School No.	37	14	95	133	159	111	103	53	36	13	4	.....	.....	.....	.....	.....	.....	721
" "	94	19	142	160	149	167	167	163	145	91	49	8	.....	.....	.....	.....	.....	1260
" "	99	11	118	157	134	125	125	127	114	64	47	18	3	.....	.....	... .	.....	1043
		44	355	450	442	403	395	343	295	168	100	26	3	.....	.....	.....	.....	3024
Group K, School No.	50	12	46	42	34	36	48	34	35	12	8	.....	.....	.....	.....	.....	.....	307
" "	51	9	71	104	106	114	109	97	118	94	66	52	11	1	1	.....	.....	953
" "	52	....	24	18	4	8	18	41	51	60	25	28	6	....	.....	....	.....	283
" "	53	9	58	74	86	86	103	117	105	94	72	40	27	1	.....	.....	.....	872
" "	54	8	53	95	119	102	83	42	23	11	1	.....	.....	.....	.....	.....	.....	537
" "	115	1	32	23	22	15	33	22	27	15	18	8	3	.....	1	.....	.....	220
		39	284	356	371	361	394	353	359	286	190	128	47	2	2	.....	.....	3172
Group L, School No.	76	17	95	107	93	106	104	81	74	53	9	7	.....	.....	.....	.....	.....	746
TOTALS CARRIED FORWARD		588	3361	3931	4041	4134	4080	3472	3355	2450	1740	1131	715	405	206	108	17	33725

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE D—Continued.

SCHOOLS.	NUMBER OF PUPILS BETWEEN THE AGES OF																Totals.
	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	
Group M, School No. 4	53	112	109	93	91	101	52	33	10	3	1	.....	.....	.....	.....	.....	658
" " 29	35	79	73	76	41	64	29	13	8	4	.....	.....	.....	.....	.....	.....	422
" " 44	.....	.....	....	3	14	58	101	134	131	56	35	9	.....	.....	.....	.....	541
" " 92	12	91	107	131	117	116	118	113	51	24	3	1	.....	.....	.....	.....	884
" " 106	....	46	74	86	105	90	102	99	84	47	16	2	.....	.....	.....	.....	751
	100	328	363	389	368	429	402	392	284	134	55	12	.....	.....	.....	.....	3256
Group N, School No. 12	14	117	145	131	94	55	28	19	14	3	1	1	.....	.....	.....	.....	622
" " 22	29	80	91	122	113	51	32	11	12	3	.....	.....	.....	.....	.....	.....	544
" " 34	10	92	101	104	112	95	50	22	11	4	2	.....	.....	.....	.....	.....	603
" " 72	....	.....	....	2	49	116	163	165	136	99	36	14	1	.....	.....	.....	781
" " 102	....	.....	.....	.....	.....	1	2	9	18	36	28	22	14	2	.....	.....	132
" " 109	3	31	49	52	53	48	39	41	35	14	8	2	.....	.....	.....	.....	375
	56	320	386	411	421	366	314	267	226	159	75	39	15	2	.....	.....	3057

Group O, School No.	10	13	52	60	60	64	68	35	20	9	7	2	.....	.....	.....	.....	.....	390
" "	19	17	164	151	131	119	74	36	25	5	3	.....	.....	.....	.....	.....	.....	725
" "	30	....	37	55	106	102	157	130	105	68	34	11	6	.....	.....	.....	.....	811
" "	48	.....	.....	.....	.....	13	43	74	118	129	75	53	11	1	.....	.....	.....	517
" "	114	31	58	59	71	80	73	42	58	67	26	11	3	1	.....	.....	.....	580
		61	311	325	368	378	415	317	326	278	145	77	20	2	.....	.....	.....	3023
Group P, School No.	66	.....	.....	.....	.....	7	17	28	50	37	20	11	2	.....	.....	.....	....	172
" "	67	9	29	55	44	61	43	18	13	2	.....	.....	.....	.....	.....	.....	.....	274
" "	68	3	38	48	63	75	52	63	46	53	29	7	.....	.....	.....	.....	.....	477
" "	96	1	94	105	105	81	85	101	110	60	30	8	3	.....	.....	.....	1	784
" "	98	2	41	52	57	80	47	20	10	.....	.....	1	.....	.....	.....	.....	.....	310
		15	202	260	269	304	244	230	229	152	79	27	5	.....	.....	.....	1	2017
Group Q, School No.	11	22	181	208	239	185	111	55	32	7	2	.....	.....	.....	.....	.....	.....	1042
" "	63	4	42	45	49	64	65	64	65	48	62	27	8	1	.....	.....	.....	544
" "	65	1	30	37	35	40	34	38	33	34	22	11	1	1	.....	.....	.....	317
" "	78	.....	.....	1	....	31	97	119	139	127	131	66	22	6	.....	.....	.....	739
" "	103	....	....	....	....	....	.....	5	14	26	46	53	23	12	3	1	1	184
		27	253	291	323	320	307	281	283	242	263	157	54	20	3	1	1	2826
Group R, School No.	15	1	87	122	133	132	71	43	27	9	4	....	.....	.....	.....	.....	.....	629
" "	31	9	59	59	68	85	78	49	26	10	.....	.....	.....	.....	.....	.....	.....	443
" "	39	13	50	60	88	81	66	61	39	23	20	4	.....	.....	.....	.....	.....	505
" "	75	...	....	...	5	35	103	148	207	205	153	85	37	4	3	.....	.....	985
		23	196	241	294	333	318	301	299	247	177	89	37	4	3	.....	.....	2562

TABLE D—Concluded.

SCHOOLS.		NUMBER OF PUPILS BETWEEN THE AGES OF																TOTALS.
		5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	
Group S, School No.	82	....	....	3	23	43	62	68	84	66	34	17	4	.....	.....	.....	.....	404
" "	95	8	87	110	87	96	67	72	60	41	17	.....	.....	.....	.....	.....	.....	645
" "	107	2	69	86	84	91	76	70	66	42	15	4	4	.....	.....	.....	.....	609
" "	110	...	78	80	89	100	122	106	95	86	96	57	21	3	1	.....	.....	934
" "	116	6	41	66	59	73	76	48	45	43	26	12	.....	.....	.....	.....	.....	495
		16	275	345	342	403	403	364	350	278	188	90	29	3	1	.....	.....	3087
Group T, School No.	18	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
" "	46	.....	.....	....	1	16	56	93	120	128	102	45	17	2	2	.....	.....	582
" "	79	9	35	49	70	60	112	122	134	143	114	74	33	7	1	.....	1	964
" "	91	9	55	65	98	68	57	49	31	36	12	9	4	1	.....	.....	.....	494
		18	90	114	169	144	225	264	285	307	228	128	54	10	3	.....	1	2040
Group U, School No.	14	6	83	100	113	115	112	33	23	22	6	.....	.....	.....	.....	.....	.....	613
" "	21	10	41	69	83	80	63	27	25	7	1	1	.....	.....	.....	.....	.....	407
" "	61	1	56	40	70	93	85	96	112	112	91	53	16	1	.....	.....	.....	826
" "	81	....	....	...	..	20	85	120	130	154	111	59	17	2	.....	.....	.....	698
		17	180	209	266	308	345	276	290	295	209	113	33	3	.....	.....	.....	2544

Group V, School No.	59	1	13	21	10	18	11	14	19	14	16	2	1	.....	.....	.....	.....	140
" "	60	6	92	111	105	108	119	109	86	92	41	18	6	1	.....	.....	.....	894
" "	62	9	57	80	79	62	55	42	18	9	.....	.....	.....	.....	.....	.....	.....	411
" "	64	3	7	12	16	15	12	10	8	3	3	1	.....	.....	.....	.....	.....	90
" "	112	34	129	168	152	179	179	124	140	125	58	31	4	.....	.....	.....	.....	1323
" "	118	4	14	45	52	64	65	65	50	40	29	4	1	.....	1	.....	1	435
		57	312	437	414	446	441	364	321	283	147	56	12	1	1	.....	1	3293
Group W, School No.	55	5	84	60	89	102	125	97	79	74	46	19	4	1	.....	.....	.....	785
" "	56	4	44	77	69	55	34	18	11	2	.....	1	....	.....	.....	.....	.....	315
" "	57	...	31	29	24	28	22	25	25	9	13	2	1	.....	.....	.....	.....	209
" "	58	1	38	58	50	49	49	41	32	27	14	5	....	.....	.....	.....	.....	364
		10	197	224	232	234	230	181	147	112	73	27	5	1	.....	.....	.....	1673
Training Sch. Group, No.	1	2	38	48	73	57	63	63	66	59	35	23	13	1	.....	.....	.....	541
" "	9	45	62	59	63	68	71	66	75	58	45	20	6	.....	.....	.....	.....	638
" "	100	3	19	23	21	37	49	43	81	62	67	92	41	28	8	.....	.....	574
		50	119	130	157	162	183	172	222	179	147	135	60	29	8	.....	.....	1753
TOTAL WESTERN DISTRICT.		450	2783	3325	3634	3821	3906	3466	3411	2883	1949	1029	360	88	21	1	4	31131
TOTAL EASTERN DISTRICT.		588	3361	3931	4041	4134	4080	3472	3355	2450	1740	1131	715	405	206	108	17	33725
Training School (White)..		....	....	....	....	....	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	53
" " (Colored)		....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9
Totals by ages.....		1038	6144	7256	7675	7955	7986	6938	6766	5333	3689	2160	1075	493	227	109	21	64918

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE E.

STATEMENT SHOWING THE NUMBER OF PUPILS IN EACH GRADE.

SECONDARY SCHOOLS.	Fifth Year.	Fourth Year.		Third Year.		Second Year.		First Year.		Preparatory Class.	Totals.		GRAND TOTALS.
	Boys.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Boys.	Girls.	
Baltimore City College	35	38	...	62	....	173	....	311	....	.....	619	....	619
Eastern High School	.....	....	53	....	76	...	94	....	127	.....	....	350	350
Western High School	.....	....	98	...	112	....	150	....	320	.....	....	680	680
Baltimore Polytechnic Institute	.....	10	....	20	....	39	....	116	....	46	231	....	231
Colored High and Training School	.....	4	19	15	23	23	37	22	52	28	92	131	223
Training School (White)	.....	....	....	.....	...	....	....	....	....	.....	1	52	53
" " (Colored)	.....	....	....	....	....	....	....	....	....	.....	1	8	9
	35	52	170	97	211	235	281	449	499	74	944	1221	2165

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE E—Continued.

SCHOOLS.	Eighth Grade.		Seventh Grade.		Sixth Grade.		Fifth Grade.		Fourth Grade.		Third Grade.		Second Grade.		First Grade.		Totals.		GRAND TOTALS.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group A, School No. 3	...	....	....	....	....	....	....	....	....	....	68	101	156	134	106	113	330	348	678
" " 24	....	....	....	....	....	....	....	....	....	....	84	93	151	117	93	59	328	269	597
" " 38	....	....	....	....	....	....	....	....	....	....	40	41	62	71	55	50	157	162	319
" " 47	21	32	41	43	108	88	101	114	154	196	21	21	....	....	....	...	446	494	940
	21	32	41	43	108	88	101	114	154	196	213	256	369	322	254	222	1261	1273	2534
Group B, School No. 6	....	....	...	....	....	....	....	....	....	....	56	58	96	89	137	101	289	248	537
" " 23	....	....	....	....	....	....	...	....	....	....	60	85	98	95	116	139	274	319	593
" " 25	....	....	....	....	....	....	....	....	....	....	62	51	71	98	154	130	287	279	566
" " 42	17	19	42	41	81	78	133	104	185	161	....	....	....	....	....	....	458	403	861
" " 108	...	....	....	....	....	....	....	....	13	13	17	22	28	31	46	64	104	130	234
	17	19	42	41	81	78	133	104	198	174	195	216	293	313	453	434	1412	1379	2791

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE E—Continued.

SCHOOLS.		Eighth Grade.		Seventh Grade.		Sixth Grade.		Fifth Grade.		Fourth Grade.		Third Grade.		Second Grade.		First Grade.		Totals.		GRAND TOTALS.
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group C, School No.	17	....	....	....	....	....	....	....	....	9	31	65	73	111	114	88	62	273	280	553
" "	28	....	....	....	....	....	....	....	....	....	....	81	80	97	82	133	137	311	299	610
" "	33	..	....	....	....	....	....	....	....	40	....	106	72	57	82	122	142	325	296	621
" "	35	....	....	....	....	....	....	....	....	51	27	35	41	80	107	75	39	241	214	455
" "	70	17	11	39	44	83	76	109	115	63	124	....	....	....	....	....	....	311	370	681
		17	11	39	44	83	76	109	115	163	182	287	266	345	385	418	380	1461	1459	2920
Group D, School No.	2	....	....	....	....	....	....	....	....	....	....	72	70	79	121	96	97	247	288	535
" "	8	....	....	....	....	....	....	....	....	60	73	51	57	95	59	94	86	300	275	575
" "	93	23	16	25	44	38	38	71	68	113	113	123	137	165	172	194	192	752	780	1532
		23	16	25	44	38	38	71	68	173	186	246	264	339	352	384	375	1299	1343	2642

Group E, School No.	13	....	....	....	....	....	....	....	35	....	....	46	63	104	93	120	100	270	291	561
" "	27	....	....	....	....	....	....	....	....	....	....	82	82	92	112	107	108	281	302	583
" "	36	....	....	....	....	....	....	....	....	....	....	65	56	89	73	87	66	241	195	436
" "	77	26	30	50	46	73	69	101	88	124	149	....	....	....	....	....	....	374	382	756
" "	97	14	12	17	13	31	24	40	29	45	36	61	64	66	47	58	49	332	274	606
		40	42	67	59	104	93	141	152	169	185	254	265	351	325	372	323	1498	1444	2942
Group F, School No.	5	....	....	....	....	....	....	....	....	58	37	102	111	134	128	154	160	448	436	884
" "	26	....	....	....	....	....	....	....	....	40	41	30	55	46	59	80	63	196	218	414
" "	71	25	21	38	47	82	78	118	74	67	62	....	....	....	....	....	....	330	282	612
" "	101	5	14	14	31	15	40	63	78	....	..	....	....	....	....	....	....	97	163	260
" "	111	....	....	....	....	....	....	....	....	36	36	44	67	65	82	115	138	260	323	583
		30	35	52	78	97	118	181	152	201	176	176	233	245	269	349	361	1331	1422	2753
Group G, School No.	7	....	....	....	....	....	....	....	....	....	....	42	50	79	81	122	155	243	286	529
" "	43	8	15	12	20	33	34	52	57	64	68	91	136	112	140	212	196	584	666	1250
" "	73	8	16	13	22	19	42	55	77	79	80	26	29	34	49	....	....	234	315	549
" "	105	....	....	....	....	....	....	....	....	58	43	58	65	76	92	90	142	282	342	624
		16	31	25	42	52	76	107	134	201	191	217	280	301	362	424	493	1343	1609	2952
Group H, School No.	16	....	....	....	....	....	....	....	....	....	....	65	68	76	64	105	78	246	210	456
" "	32	....	....	....	....	....	....	....	....	....	....	70	68	69	89	109	84	248	241	489
" "	45	20	26	40	46	51	49	87	80	100	93	....	....	..	....	....	....	298	294	592
" "	49	....	....	6	9	13	10	4	6	15	10	23	12	18	20	26	17	105	84	189
" "	113	....	23	10	22	18	28	22	33	35	60	43	51	55	52	84	109	267	378	645
		20	49	56	77	82	87	113	119	150	163	201	199	218	225	324	288	1164	1207	2371

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE E—Continued.

SCHOOLS.	Eighth Grade.		Seventh Grade.		Sixth Grade.		Fifth Grade.		Fourth Grade.		Third Grade.		Second Grade.		First Grade.		Totals.		GRAND TOTALS.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group I, School No. 20	....	....	....	....	....	....	....	....	....	206	225	184	197	212	295	265	717	867	1584
" " 80	53	79	107	102	117	175	179	192	187	....	....	....	....	....	....	....	643	548	1191
	53	79	107	102	117	175	179	192	187	206	225	184	197	212	295	265	1360	1415	2775
Group J, School No. 37	....	....	....	....	....	....	....	....	....	....	82	84	108	124	179	144	369	352	721
" " 94	....	....	39	31	58	49	65	57	101	106	119	104	81	118	180	152	643	617	1260
" " 99	10	16	18	13	26	28	52	54	87	85	88	82	78	90	166	150	525	518	1043
	10	16	57	44	84	77	117	111	188	191	289	270	267	332	525	446	1537	1487	3024

Group K, School No.	50	.	..	....	....	.	9	15	19	15	13	20	24	30	29	33	51	49	145	162	307
" "	51	11	14	36	28	49	43	65	45	85	56	77	62	110	83	101	88	534	419	953
" "	52	28	....	30		71	....	64	....	41	....	....	....	....	....	49	....	283	.....	283
" "	53	....	56	....	92	....	111	....	125	...	133	....	117	...	37	....	201	.....	872	872
" "	54	....	...	....	....	....	....	....	....	69	....	106	....	154	77	131	....	460	77	537
" "	115	2	5	1	1	7	7	7	18	9	15	19	19	22	27	28	33	95	125	220
		41	75	67	121	136	176	155	203	217	224	226	228	315	257	360	371	1517	1655	3172
Group L, School No.	76	....	....	10	6	18	18	32	34	58	34	74	65	97	104	92	104	381	365	746
TOTAL EASTERN DIST.		288	405	588	701	1000	1100	1439	1498	2059	2108	2603	2726	3337	3458	4250	4062	15564	16058	31622

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE E—Continued.

SCHOOLS.	Eighth Grade.		Seventh Grade.		Sixth Grade.		Fifth Grade.		Fourth Grade.		Third Grade.		Second Grade.		First Grade.		Totals.		GRAND TOTALS.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group M, School No. 4	....	....	....	....	....	....	....	....	45	43	71	82	100	73	125	119	341	317	658
" " 29	....	....	....	....	....	....	....	....	27	29	35	44	59	64	85	79	206	216	422
" " 44	27	23	50	39	78	67	84	93	34	46	....	....	....	..	....	....	273	268	541
" " 92	12	4	24	16	19	26	49	50	77	76	76	82	87	98	98	90	442	442	884
" " 106	....	....	....	....	....	....	22	23	36	42	69	91	85	123	119	141	331	420	751
	39	27	74	55	97	93	155	166	219	236	251	299	331	358	427	429	1593	1663	3256
Group N, School No. 12	....	....	....	....	12	24	....	....	....	....	75	73	77	83	137	141	301	321	622
" " 22	....	....	....	....	....	....	....	....	....	....	69	64	70	73	147	121	286	258	544
" " 34	....	..	....	....	....	..	....	...	7	36	49	86	92	84	133	116	281	322	603
" " 72	14	16	29	30	47	49	121	130	176	169	....	....	....	..	....	....	387	394	781
" " 102	6	16	14	18	15	25	19	19	....	....	....	....	....	....	....	....	54	78	132
" " 109	....	....	....	....	....	....	....	....	26	21	38	26	43	36	79	106	186	189	375
	20	32	43	48	74	98	140	149	209	226	231	249	282	276	496	484	1495	1562	3057

Group O, School No.	10	....	....	....	....	....	....	....	....	33	34	37	42	57	58	58	71	185	205	390
" "	19	....	....	....	....	....	....	....	....	42	....	50	51	92	170	152	168	336	389	725
" "	30	....	....	....	37	....	....	61	86	54	106	115	126	103	43	80	....	413	398	811
" "	48	38	15	56	28	87	93	51	47	54	48	....	....	....	....	....	....	286	231	517
" "	114	....	...	....	....	....	....	2	4	34	32	33	60	54	81	138	142	261	319	580
		38	15	56	65	87	93	114	137	217	220	235	279	306	352	428	381	1481	1542	3023
Group P, School No.	66	5	7	10	14	15	23	12	34	22	30	....	....	....	....	....	....	64	108	172
" "	67	....	....	....	....	....	....	....	....	....	....	49	42	43	55	46	39	138	136	274
" "	68	3	14	10	16	16	17	34	17	34	33	43	32	62	51	59	36	261	216	477
" "	96	3	7	12	4	30	16	46	59	76	83	31	64	94	98	88	73	380	404	784
" "	98	....	....	....	....	....	....	....	....	....	....	51	67	61	50	41	40	153	157	310
		11	28	32	34	61	56	92	110	132	146	174	205	260	254	234	188	996	1021	2017
Group Q, School No.	11	..	....	....	....	....	....	....	....	....	....	147	134	166	174	208	213	521	521	1042
" "	63	14	21	15	26	37	36	40	36	37	45	33	40	33	39	51	41	260	284	544
" "	65	3	2	9	11	12	18	11	28	21	17	29	15	28	18	52	43	165	152	317
" "	78	35	33	58	73	71	92	100	88	75	114	...	....	....	....	...	....	339	400	739
" "	103	11	17	20	16	31	40	35	14	....	...	....	....	....	....	...	....	97	87	184
		63	73	102	126	151	186	186	166	133	176	209	189	227	231	311	297	1382	1444	2826
Group R, School No.	15	...	....	....	....	....	...	....	....	....	....	93	100	134	127	92	83	319	310	629
" "	31	....	...	....	....	....	....	....	....	42	38	59	66	68	58	55	57	224	219	443
" "	39	....	....	....	....	7	24	3	36	37	45	48	51	56	66	64	68	215	290	505
" "	75	43	73	72	86	92	139	113	146	99	122	....	....	....	....	....	....	419	566	985
		43	73	72	86	99	163	116	182	178	205	200	217	258	251	211	208	1177	1385	2562

TABLE E—Continued.

SCHOOLS.	Eighth Grade.		Seventh Grade.		Sixth Grade.		Fifth Grade.		Fourth Grade.		Third Grade.		Second Grade.		First Grade.		Totals.		GRAND TOTALS.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group S, School No. 82	7	5	10	6	25	62	51	63	37	44	18	42	14	20	....	....	162	242	404
" " 95	15	12	21	24	34	1	26	13	50	31	48	36	101	57	98	78	393	252	645
" " 107	....	....	....	....	....	....	....	45	....	48	....	115	....	188	....	213	.....	609	609
" " 110	8	9	10	18	14	38	30	48	44	73	55	78	90	125	154	140	405	529	934
" " 116	....	....	....	....	....	....	34	....	52	....	74	....	147	....	188	....	495	.....	495
	30	26	41	48	73	101	141	169	183	196	195	271	352	390	440	431	1455	1632	3087
Group T, School No. 46	28	49	51	61	69	61	74	77	70	42	....	....	....	....	....	....	292	290	582
" " 79	37	67	86	66	75	65	87	79	70	52	47	49	49	42	46	47	497	467	964
" " 91	6	8	12	8	13	16	15	13	22	20	49	54	65	63	71	59	253	241	494
	71	124	149	135	157	142	176	169	162	114	96	103	114	105	117	106	1042	998	2040
Group U, School No. 14	....	....	....	....	....	....	38	....	78	64	72	63	70	68	81	79	339	274	613
" " 21	....	....	....	....	....	....	....	....	....	....	67	50	58	54	94	84	219	188	407
" " 61	32	63	66	60	63	78	42	55	47	53	42	52	53	33	37	50	382	444	826
" " 81	18	42	45	54	76	82	86	82	109	104	....	....	....	....	....	....	334	364	698
	50	105	111	114	139	160	166	137	234	221	181	165	181	155	212	213	1274	1270	2544

Group V, School No.	59	5	2	1	9	5	5	12	8	12	14	11	7	15	5	16	13	77	63	140
" "	60	7	17	8	22	33	42	49	39	77	62	71	98	82	85	102	100	429	465	894
" "	62	....	....	....	....	....	..	....	..	23	20	39	36	61	71	83	78	206	205	411
" "	64	....	....	4	3	6	6	6	2	8	5	5	9	15	4	4	13	48	42	90
" "	112	....	....	....	....	....	..	....	52	31	156	56	192	59	228	195	354	341	982	1323
" "	118	....	....	....	....	....	..	49	..	83	....	94	....	109	....	100	.....	435	.....	435
		12	19	13	34	44	53	116	101	234	257	276	342	341	393	500	558	1536	1757	3293
Group W, School No.	55	9	20	2	21	14	30	48	50	79	73	45	47	65	68	106	98	378	407	785
" "	56	....	..	.	....	....	....	....		....	....	42	36	53	68	75	41	170	145	315
" "	57	....	..	.	....	14	12	11	12	11	18	14	15	39	27	15	21	104	105	209
" "	58	4	4	9	3	11	16	22	6	23	20	37	34	37	40	47	41	190	174	364
		13	24	21	24	39	58	81	78	113	111	138	132	194	203	243	201	842	831	1673
Group Tr. School, No.	1	26	...	31	....	40	...	72	....	89	....	90	....	88	....	105	....	541	.....	541
" "	9	....	26	....	38	....	61	....	63	....	89	..	80	....	91	21	169	21	617	638
" "	100	10	19	12	31	19	51	60	52	18	50	35	69	15	39	33	61	202	372	574
		36	45	43	69	59	112	132	115	107	139	25	149	103	130	159	230	764	989	1753
TOTAL WESTERN DIST.		426	591	757	838	1080	1315	1615	1679	2121	2247	2311	2600	2949	3098	3778	3726	15037	16094	31131
EASTERN DISTRICT..		288	405	588	701	1000	1100	1439	1498	2059	2108	2603	2726	3337	3458	4250	4062	15564	16058	31622
Grand Total by Grades.		714	996	1345	1539	2080	2415	3054	3177	4180	4355	4914	5326	6286	6556	8028	7788	30601	32152	62753

TABLES ACCOMPANYING SUPERINTENDENTS' REPORT.

TABLE E—Concluded.

RECAPITULATION.

	Males.	Females.	Totals.
Number in Teachers' Training School	2	60	62
" fifth year, Baltimore City College	35		35
" fourth year, Secondary Schools	52	170	222
" third year, Secondary Schools	97	211	308
" second year, Secondary Schools	235	281	516
" first year, Secondary Schools	449	499	948
" prep. classes, B. P. I., C.H. & Tr. School	74		74
Totals	944	1,221	2,165
Number in Grammar, eighth grade	714	996	1,710
" seventh "	1,345	1,539	2,884
" sixth "	2,080	2,415	4,495
" fifth "	3,054	3,177	6,231
" fourth "	4,180	4,355	8,535
Totals	11,373	12,482	23,855
Number in Primary, third grade	4,914	5,326	10,240
" second "	6,286	6,556	12,842
" first "	8,028	7,788	15,816
Totals	19,228	19,670	38,898
Number in Secondary Schools	944	1,221	2,165
" Grammar grades	11,373	12,482	23,855
" Primary grades	19,228	19,670	38,898
Totals	31,545	33,373	64,918

Program of Studies

— FOR —

Baltimore City College and the High Schools.

The program of studies for the Baltimore City College and the High Schools is constructed to accomplish the following purposes:

1. To furnish pupils whose school life will end with the secondary school a sound fundamental education.

2. To give those who mean to devote themselves to teaching in the elementary schools the proper general training preparatory to the special course in the Teachers' Training Schools.

3. To afford those who seek it special preparation for entering college.

To attain these ends, carefully planned courses of study are offered in English literature and composition; in four other languages; in mathematics; in science; in history; in commercial branches; in drawing; in music; and in physical culture. As the pupil pursues one or another of the three objects of instruction named above, his curriculum will be formed in accordance with the rules hereinafter provided.

Furthermore, this program of studies permits differences in the capacity and health of pupils to be considered. Those of good health and unusual ability will be enabled to complete a curriculum in less time than those whose health and capacity require them to proceed more slowly.

GROUPS OF SUBJECTS:

LANGUAGES.

		Years. 1st.	2d.	3d.	4th.
I	English—I, II, III, IV	4	4	4	4
	Latin —I, II, III, IV	5	5	5	5
	German— I, II, III	...	5	4	4
	French — I, II	...	....	4	4
	Greek — I, II, III	....	5	5	5

MATHEMATICS—I, II, III, IV.

II	I—Algebra	4	....	....	....
	II—Plane Geometry*	....	4	....	....
	III—Solid Geometry	...	...	4	....
	IV—Advanced Algebra and Plane Trigonometry	....	....	....	4

Rearrange II, III and IV for the City College and include Analytical Geometry.

SCIENCE—I, II, III, IV.

III	I—Phys. Geography and Botany half time each	4	...	...	....
	II—Zoology	....	4	....	....
	III—Physics	....	....	5	....
	IV—Chemistry	....	....	....	4

HISTORY—I, II, III, IV.

IV	I—Ancient	4	....	....	....
	II—Mediæval and Modern European	....	4	....	....
	III—English	....	....	4	....
	IV—American and Civics	....	....	....	5

COMMERCIAL—I, II, III—BEGINNING IN SECOND YEAR.

V	I—Book-keeping	...	4	...	...
	Com. Arithmetic (hence Math. II not required here), and Commercial Geography	...	4	....	....
	II—Book-keeping	...	...	4	....
	Stenography and History of Commerce	....	....	4	....
	III—Stenography and Typewriting	....	....	....	5
	Commercial Law and Political Economy	...	...	...	4

VI	Drawing —I, II, III, IV.....	2	2	2	2
	Music —I, II, III, IV.....	2	2	2	2
	Phys. Cult.—I, II, III, IV.....	2	2	2	2

*In Com. Course Com. Arith. may be substituted for Math. II.

DESCRIPTION OF THE COURSES IN EACH DEPARTMENT.

In English four full years' instruction is provided, including grammar, composition, and literature; and the first three years' work is required of every pupil. These courses are constructed with two ends in view:

(*a*) To train every pupil to write the English language clearly, easily, and correctly, and incidentally to train him in the art of correct oral utterance. This object is secured by the use of text-books, translation, dictation, composition, declamation, and reading aloud.

(*b*) To arouse in the pupil an appreciation of good literature and to acquaint him with the outlines of its history. This end is to be reached by studying in the class and privately a considerable number of writings from the best authors, English and American.

In the foreign languages provision is made for four years of Latin, three years of German, three years of Greek, and two years of French. Of these languages every pupil must take at least one, and pursue it not less than two years.

In mathematics four years' instruction is provided. The sequence of subjects is algebra, plane geometry, solid geometry, advanced algebra, trigonometry, and analytic geometry. Of these four courses the first two years' work is required of all pupils.

In science provision is made for four courses, each covering a year's work. Here students of a distinctly scientific aptitude may follow in succession the study of physical geography, botany, zoology, physics, and chemistry. All pupils must take at least one year of science.

Pupils showing special aptitude for physics will be permitted, after a successful year in this subject, to pursue it a second year. A similar privilege will, if possible, be offered in chemistry.

In history four courses are provided. In the first year the subject is Ancient History, with special reference to the Greeks and Romans. In the second year the student passes into Mediæval History, with especial reference to the emergence of the modern European States. In the third year will come a close study of the history of England. In the fourth year there will be a five-period course of American History and Civics. Every pupil will take at least one year in history.

After the first High School year is successfully completed, the student who intends to pursue a commercial career will have open to him a special course. The studies of this course will furnish a general training in English, mathematics, history, science, and German, as well as instruction in book-keeping, commercial arithmetic, commercial geography, history of commerce, commercial law, political economy, stenography, and typewriting.

Drawing and physical culture form a part of the regular work of each year through the schools; and in the high schools music also is offered in each of the four years.

TYPICAL CURRICULUMS MADE FROM THE STUDIES OFFERED.

Some typical curriculums are worked out below, showing how, from the general program of studies, the pupil is guided to attain his particular end in attending the High School. Nos. 1, 2, and 3 are good curriculums without Latin, Nos. 4 and 5 similar ones with Latin, for pupils going directly from the High School into the business of life. With some modifications any one of these curriculums will fit pupils for the Teachers' Training Schools.

Nos. 6 and 7 are arranged for the pupils preparing for college, taking Greek or the German and French equivalent of Greek. No. 8 is the specifically commercial curriculum open to any pupil who has successfully completed his first High School year.

TYPICAL CURRICULUMS.

(1) *Modern Literature*—Eng. Hist. and Mod. Lang.

YEARS.							
I—	Eng. (I) 4,	Hist. (I) 4,	Math. (I) 4,	Sci. (I) 4, (16)
II—	" (II) 4,	" (II) 4,	" (I) 4,	Ger. (I) 5, (17)
III—	" (III) 4,	" (III) 4,	Fr. (I) 4,	" (II) 4, (16)
IV—	" (IV) 4,	" (IV) 5,	Fr. (II) 4,	" (III) 4, (17)

(2) *English and Science*—

YEARS.							
I—	Eng. (I) 4,	Sci. (I) 4,	Hist. (I) 4,	Math. (I) 4, (16)
II—	" (II) 4,	" (II) 4,	Ger. (I) 5,	" (II) 4, (17)
III—	" (III) 4,	" (III) 5,	" (II) 4,	Hist. (III) 4, (17)
IV—	" (IV) 4,	" (IV) 4,	" (III) 4,	" (IV) 5, (17)

(3) *Mathematics and Science*—

YEARS.							
I—	Eng. (I) 4,	Math. (I) 4,	Sci. (I) 4,	Hist. (I) 4, (16)
II—	" (II) 4,	" (II) 4,	" (II) 4,	Ger. (I) 5, (17)
III—	" (III) 4,	" (III) 4,	" (III) 5,	" (II) 4, (17)
IV—	" (IV) 4,	" (IV) 4,	" (IV) 4,	" (III) 4, (16
	or Hist. (IV), 5.			or 17)

(4) *English, History, and Latin*—

YEARS.							
I—	Eng. (I) 4,	Hist. (I) 4,	Lat. (I) 5,	Math. (I) 4, (17)
II—	" (II) 4,	" (II) 4,	" (II) 5,	" (II) 4, (17)
III—	" (III) 4,	" (III) 4,	" (III) 5,	Sci. (III) 5, (18)
IV—	" (IV) 4,	" (IV) 5,	" (IV) 5,	" (IV) 4, (18)

(5) *Latin and Science*—

YEARS.

I—Eng. (I) 4, Lat. (I) 5, Sci. (I) 4, Math. (I) 4, (17)
II— " (II) 4, " (II) 5, " (II) 4, " (II) 4, (17)
III— " (III) 4, " (III) 5, " (III) 5, Fr. (I) 4, (18)
IV— " (IV) 4, " (IV) 5, " (IV) 4, " (II) 4, (17
or Hist. (IV) 5. or 18)

(6) *Latin and Greek (College)*—

YEARS.

I—Eng. (I) 4, Math. (I) 4, Lat. (I) 5, Hist. (I) 4, (17)
II— " (II) 4, " (II) 4, " (II) 5, Grk. (I) 5, (18)
III— " (III) 4, " (III) 4, " (III) 5, " (II) 5, (18)
IV— " (IV) 4, " (IV) 4, " (IV) 5, " (III) 5,
Sci. (IV) 4, (22)

The requirements for girls' colleges will generally permit substitutes for Math. III and IV.

(7) *Latin, German, and French (College)*—

YEARS.

I—Eng. (I) 4, Math. (I) 4, Lat. (I) 5, Hist. (I) 4,
Sci. (I) 4, (21)
II— " (II) 4, " (II) 4, " (II) 5, Ger. (I) 5, (18)
III— " (III) 4, " (III) 4, " (III) 5, " (II) 4,
Fr. (I) 4, (21)
IV— " (IV) 4, " (IV) 4, " (IV) 5, Ger. (III) 4,
Fr. (II) 4, (21)

The same remark may be added here as under No. 6.

(8) *Commercial Course*—

YEARS.

I—Eng. (I) 4, Hist. (I) 4, Math. (I) 4, Sci. (I) 4 (16)
II— " (II) 4, Bk-k (I) 4, Com. Arith. 4, Ger. (I) 5 (17)
III— " (III) 4, " (II) 4, S. & H. C. 4, " (II) 4 (16)
IV— " (IV) 4, C. law, etc. 4, Typ'g. etc. 5, " (III) 4 (17
or Hist. (IV) 5. or 18)

Drawing, music and physical culture are to be added to every curriculum in accordance with the rules.

RULES FOR THE ADMINISTRATION OF THE PROGRAM OF STUDIES.

A complete curriculum shall consist of 150 credits, five credits to be given for a study pursued successfully five times a week for one-half year, and proportional credits for studies pursued less than five times a week. Of this total of 150 credits at least 134 credits must be made in the first five groups of studies on the program. In estimating credits in the unprepared studies, periods of work are counted at one-half the value of prepared subjects.

Pupils must carry through every half-year work representing not less than eighteen nor more than twenty-two credits. Exception from this rule will be granted only upon considerations of health and the scholarship record of the pupil during the preceding half-year.

No credit will be given for a study which would generally occupy a year, until such study is completed.

Pupils will not be allowed to take a study which is a natural sequence of one that has not been successfully completed.

No foreign language will be credited for less than two years, except Latin when followed by French.

Before taking any subject of Group V, a pupil must have been in attendance at least one year.

Pupils desiring to enter the Teachers' Training Schools shall, in making up their credits, always include the following courses: Three courses of English; two courses in a foreign language; two courses in history, one of which shall be American History and Civics; two courses in mathematics; two courses in science; and two courses in drawing, in vocal music, and in physical culture. A course in any subject is a full year's work, pursued the full number of periods per week indicated on the program of studies.

Opportunities may be given for preparation for any college or technical school, if a desire for such preparation is made known at the beginning of the high school course.

Three years of English, two years of a foreign language, two years of mathematics, one year of history, one year of science, two years of drawing, and (save in the City College) two years of music shall be *constants* in every curriculum.

The other subjects taken during each half year to fill up the quota of studies shall have the approval of the principal.

In recording and reckoning the application and scholarship of pupils the daily marking system will not in general be used, though it may be permitted by the principal as a special convenience in particular subjects.

The results of frequent examinations occupying the time of a single period, taken with the judgment of the teacher upon the pupil's daily work shall, on the approval of the principal, constitute the basis upon which proficiency is reckoned and promotion is made.

When a curriculum is completed, the pupil will be entitled to a diploma, which shall show the studies successfully pursued and the length of time devoted to each. Credits earned in excess of the requirement will be recorded on the diploma.

Pupils who shall have successfully pursued a full quota of studies for one or more years may, at the close of any year, if leaving the school, receive a certificate stating the studies taken and the amount of work accomplished.

Whenever the number of pupils taking a subject in any class, except in the graduating class, shall fall below 15, such subject shall be discontinued. In the event of this happening in the Eastern or the Western High School, pupils in that school desirous of pursuing the discontinued subject may be permitted to attend the other school, if they can find there the subject wanted.

The maximum number of pupils in any class shall not exceed forty, except under extraordinary circumstances.

The minimum number for forming a class in any subject shall be for the first year thirty, for the second year twenty-five, for the third year twenty, and for the fourth year fifteen.

Parents or guardians will be informed, as occasion may arise, when pupils by reason of lack of health, capacity, application, or from other cause, are not doing satisfactory work; and in such cases a request will be made for a conference for the purpose of lessening the number of the pupil's studies, of changing them, or in other ways arranging the work to make the school profitable to the pupil.

PAPERS RELATING TO WESTERN HIGH SCHOOL.

FACULTY.

HENRY S. WEST, PH. D., PRINCIPAL,
English Literature and Composition.

JANE S. WILLIAMS,
Book-keeping, Commercial Mathematics, Algebra.

HENRIETTA C. ADAMS,
History of England and of United States.

LOUISA C. SAUMENIG,
Trigonometry, Geometry, Algebra.

ANNA P. TUDOR,
Latin.

ANNIE O. SOLLERS,
Physics, Ancient History.

FRANCES RUTTER,
Ancient and Mediæval History.

ROBERTA DAVIS,
Drawing.

IMOGEN GEORGE,
English Literature and Composition.

ELIZABETH HELSBY,
Drawing, Secretary of Faculty.

ANNIE W. NICHOLSON,
Latin.

M. THERESA DALLAM,
English Literature and Composition.

ANNE E. WELTY,
Algebra.

AUGUSTA F. DITTY,
English Literature and Composition.

LOUISE E. THALWITZER,
German.

LIDA S. ECKEL,
Physical Geography, Botany, Zoology.

MARY E. HUDGINS,
Latin, Ancient History.

LIZETTE W. REESE,
English Literature and Composition.

FLORA M. PFOUTZ,
Stenography, Type-writing.

EMILIE S. REINHARD,
German.

MARTHA E. WIMER,
French.

HENRIETTA G. BAKER,
Music.

CURRICULUM, JANUARY-JUNE, 1901.

First Year.

English Literature and Composition, 4; Ancient History, 3; Algebra, 4; Physical Geography and Botany, 3; Latin, 4; Drawing, 2; Music, 2.

Second Year.

English Literature and Composition, 3; Mediæval History, 2; Algebra and Plane Geometry, 4; Physics, 4; Latin, 4; German, 2; Drawing, 2; Music, 2.

Third Year.

English Literature and Composition, with Elocution, 4; English History, 2; Solid Geometry, 3; Latin, 4; German, 3; Bookkeeping, 2; Drawing, 2; Music, 2.

Fourth Year.

English Literature and Composition, with Elocution, 4; United States History, 2; Trigonometry, 3; Latin, 5; German, 3; Psychology, 3; Drawing, 2; Music, 2.

COURSES OF STUDY, 1901-2.

As Elected by the Girls Under the New Program of Studies.

FIRST YEAR.

A Class.—Required: English, 8 sections (320 pupils); Algebra, 8 sections (320 pupils).

Elective: Latin, 5 sections (206 pupils); Physical Geography and Botany, 4 sections (151 pupils); Ancient History, 7 sections (283 pupils).

SECOND YEAR.

B Class.—Required: English, 4 sections (150 pupils); Algebra and Plane Geometry, 4 sections (150 pupils).

Elective: Latin, 3 sections (115 pupils); German, 3 sections (118 pupils); Mediæval History, 1 section (32 pupils); Bookkeeping, 1 section (35 pupils); Commercial Arithmetic and Geography, 1 section (35 pupils).

THIRD YEAR.

C Class.—Required: English, 3 sections (112 pupils).

Elective: Latin, 2 sections (70 pupils); German, 3 sections (112 pupils); French, 1 section (34 pupils); Physics, 1 section (31 pupils); English History, 1 section (42 pupils); Bookkeeping, 1 section (15 pupils); Stenography, 1 section (38 pupils).

FOURTH YEAR.

D Class.—All Elective: English, 3 sections (98 pupils); Latin, 1 section (28 pupils); German, 3 sections (98 pupils); French, 1 section (31 pupils); Trigonometry, 1 section (12 pupils); American History, 3 sections (98 pupils); Stenography and Typewriting, 1 section (27 pupils).*

*All these figures are of December 31, 1901, and they do not include in the items under elective studies certain girls in each year working under special schedules that do not coincide with the schedule of any section.

ENROLLMENT FOR 1901.

On roll January 1, 1901	551
On roll June 30, 1901	472
On roll September 30, 1901	702
On roll December 31, 1901	680

On roll June 30, 1901		472
Re-entered during September		6
Admitted by promotion from Grammar Schools		324
Admitted during September by transfer		1
Admitted during September from private schools or other public school systems		10
		813
Graduated in June, 1901	63	
Withdrawn during vacation	47	
Transferred during September	1	
		111
On roll September 30, 1901		702
Admitted September to December, 1901		14
		716
Withdrawn September to December, 1901		36
On roll December 31, 1901		680

Numerical change in the various classes during 1901:

	1st Year.	2d Year.	3d Year.	4th Year.	Total.
On roll Jan. 1	215	165	108	63	551
On roll June 30	175	132	102	63	472
Difference Jan. to June.	40	33	6	0	79
On roll Sept. 30	340	150	112	100	702
On roll Dec. 31.	320	150	112	98	680
Difference Sept. to Dec..	20	0	0	2	22

Graduates—1901.

Adams, Margaret
Ashcom, Minnie Emily
Aubel, Anna Winifred
Barton, Alexandrina Susanna
Becker, Caroline F.
Brylawski, Miriam
Cartwright, Amy
Caspari, Florence Leslie
Childs, Claribel
Childs, Carrie Ethel
Cooke, Fannie Augusta
Ebberts, Ida May
Fishman, Fannie Loeb
Fluegel, Elisa
Fowler, Lotta Amelia
Frank, Minnie
Freeny, Edith Wells
Furness, Margaret Alberta
Gaither, Ruby Davis
Garver, Anna Pearl
Gatch, Elizabeth Ingle †
Goettling, Clara Louise
Gover, Ana-Del
Grasty, Mary Claiborne
Gwynn, Mary Sangston
Horner, Maude Wilson
Howard, Grace
Irvin, Nina
Kirk, Mary Alberta
Laupheimer, Blanche
Lion, Cecelia
Metz, Mamie
Meyer, Isabelle Conway
Naylor, Ella
Norris, Ellen Bennett
Ottenheimer, Hattie
Pennimann, Carolyn DeFord
Pfeiffer, Adelaide Augusta
Pracht, Anna Louise
Reilly, Alice Marie
Reinicker, Anna May
Reynolds, Sarah Pauline
Roberts, Anna Maude
Robertson, Mary Gertrude
Robinson, Laura Priscilla
Rodenmayer, Nettie
Rosenfeld, Edna
Rosenthal, Rena
Rother, Minna Roberta
Salisbury, Louise
Schmidt, Louise Emilie
Selby, Malvina J.
Selby, Mary Malvina
Sills, Sarah Clark
Skinner, Ina
Smith, Etta Walters
Stradley, Carrie Elma Elizabeth
Taubenheim, Grace
Thompson, Jesse Eley
Tulley, Marie Edna
Ulrich, Lora Evaline
Williams, Lillian Adwood
Wright, Fannie Catherine

Honor Roll for Peabody Medals.

FIRST GRADE—VALUE $10.

Edna Rosenfeld
Elisa Fluegel
Mamie Metz
Miriam Brylawski
Mary Malvina Selby

SECOND GRADE—VALUE $5.

Jessie Eley Thompson
Ellen Bennett Norris
Malvina J. Selby
Grace Howard
Fannie Catherine Wright
Fannie Loeb Fishman
Nettie Rodenmayer
Rena Rosenthal
Nina Irvin
Amy Cartwright

Roll of Those Entitled to Honorable Mention.

Ella Naylor
Lillian Adwood Williams
Ina Skinner
Edith Wells Freeny
Minnie Frank
Hattie Ottenheimer
Alice Marie Reilly
Anna Louise Pracht
Clara Louise Goettling
Mary Alberta Kirk

Scholarship to Woman's College of Baltimore.

Elizabeth Ingle Gatch.

†Miss Elizabeth Ingle Gatch, by her graduating average, ranks eighth in the class; but not having completed the course in four consecutive years, she is excluded from receiving a medal.

PAPERS RELATING TO BALTIMORE CITY COLLEGE.

FACULTY.

FRANCIS A. SOPER, A. M., PRESIDENT,
Professor of Higher Mathematics.

CHARLES F. RADDATZ, VICE-PRESIDENT,
Professor of German and History.

A. L. MILLES, B. A.,
Professor of French and Latin.

POWHAWTAN CLARKE, M. D.,
Professor of Natural Sciences.

A. Z. HARTMAN, A. M.,
Professor of Latin and Greek.

JOSEPH H. ELLIOTT, SECRETARY OF FACULTY,
Professor of Book-keeping and Penmanship.

S. F. NORRIS,
Professor of Astronomy and Mathematics.

ALEXANDER HAMILTON,
Professor of English and Mathematics.

G. EMORY MORGAN, A. M.,
Professor of Latin and Psychology.

PHILIP H. FRIESE,
Professor of Natural Sciences and English.

JULIUS G. MILLER,
Professor of Mathematics and Latin.

A. NEWTON EBAUGH, A. M.,
Professor of History and Political Economy.

JOHN F. ARTHUR,
Professor of English and History.

B. WHEELER SWEANY,
Professor of Drawing.

WILBUR F. SMITH,
Professor of Mathematics and English.

GEORGE L. RADCLIFFE, PH. D.,
Teacher of History and English.

RICHARD C. WILLIAMS, A. B.,
Teacher of Latin.

CHARLES M. SMITH,
Teacher of Stenography and Type-writing.

ERNEST J. BECKER, PH. D.,
Teacher of German and English.

PHILIP L. ROBB, B. S.,
Laboratory Assistant and Teacher of Physical Geography and Botany.

CHARLES F. E. SCHULZ,
Director of Physical Training.

Total Number of Pupils Studying the Several Subjects Pursued, in Each of the Five Years, at the Baltimore City College, from September 16 to December 31, 1901, and the Number of Classes in Each Subject.

Subjects.	1st Year		2d Year		3d Year		4th Year		5th Year	
	Number of Students.	Number of Classes.	Number of Students.	Number of Classes.	Number of Students	Number of Classes.	Number of Students.	Number of Classes.	Number of Students.	Number of Classes.
English	329	7	182	5	65	2	45	2	35	1
German	...	...	167	4	54	1	34	1	35	1
French	...	...	...	..	33	1	26	1	34	1
Latin	279	6	99	3	38	1	28	1	32	1
Greek	...		*13	...	*5	...	6	1	12	1
Algebra	329	7	...	...		...	....	....	....	....
Geometry	...		146	4		...	....	....	....	....
Trigonometry	...		...	...	60	2	....	....	....	....
Analytic Geometry	...		...	...		...	41	2	....	...
Calculus	...		...	...		...	....	....	35	1
Physical Geography	283	6	...	...		...	....	....	....	....
Zoology	...		66	2		...	....	....	....	....
Chemistry	...		...	...	30	1	24	1	33	1
Psychology	...		...	...		...	....	....	23	1
History	284	6	42	1	7	1	....	....	..	....
Bookkeeping	...		76	2	19	1	....	....	....	....
Commercial Arithmetic	...		75	2		...	....	....	....	....
Political Economy	...		...	...		...	....	....	23	1
Drawing	336	7	180	5	19	1	14	1	35	1
Stenography	...		...	...	25	1	16	1	....	....
Physical Culture	140	3	159	5	34	1	19	1	35	1
Astronomy	...		...	...		...	....	....	35	1

Note.—Classes in subjects on the program of studies, but omitted from the above list, were not formed because of the small number of students applying for instruction in such subjects.

*These groups form one section of beginners in Greek.

Variations in the Program of Studies at the Baltimore City College from Sept. 16 to Dec. 31, 1901.

1. The degree of advancement of students in the College before September, 1901, made it desirable to put solid geometry in the second year, trigonometry in the third year, and analytic geometry in the fourth year.

2. The time set down in the program for commercial geography and history of commerce has been devoted to book-keeping, and that for type-writing to stenography.

NOTE.—Students who were on the rolls of the College before September, 1900, have the privilege of a five-year course, the studies of the fifth year being arranged consistently with those pursued in the preceding years.

ROLL FOR THE YEAR 1901.

Number of students on roll December 31, 1900	556
Number admitted by promotion during 1901	316
Number admitted from private schools during 1901	16
Whole number on roll during 1901	888
Number withdrawn during 1901	236
Number graduated in June, 1901	33
Number re-entered during 1901	3
Number on roll December 31, 1901	619
Average attendance during 1901	527.7
Average number on roll during 1901	556.3
Percentage of attendance for the year	94.8
Number on roll June 30, 1901	471
Number returned after summer vacation	329
Number of new students entered after September 16, 1901	332
Whole number on roll from September 16 to December 31, 1901	661
Whole number withdrawn from September 16 to December 31, 1901	42

GRADUATES---1901.

Samuel Harris Book,
Warren Wilmer Brown,
Charles Carroil Clabaugh,
Morris Williams Cromer,
James Chester Crothers,
Howard Elias Cruse,
Hugh Asbury Hackett,
Josias Clerk Lee Hawkins,
John Timanus Hissey, Jr,
Carroll Busey Hoffman, Jr.,
James Massey Johnson,
Harry Griffith Jones,
Otto Kaufman,
Roland Sewell Krebs,
Henry Milton Laws,
Edwin Oscar Manken,
Henry Williams Meurer,
Edward Lloyd Howard Micheau,
Austin Ralph Middleton,
Harry Christian Muhly,
Harry Edward Muhly,
David Wilkes Munter,
Asa Needham of Jr.,
John Newman Numsen,
Stephen Arthur Nunn,
Jacob Lyon Rosenstein,
Charles Adam Rusteberg,
Samuel Hyman Schapiro,
Louis Henry Schnepfe,
Emory Pius Seidel,
Henry Soladay Shryock,
Paul Gotthilf Stiemke,
Leonard Griffith Wallis.

Recipients of the Peabody Prizes.

Of the First Grade—$100 Each:

James Chester Crothers,
Henry Solyday Shryock,
John Newman Numsen.

Of the Second Grade—$50 Each:

Josiah Clerk Lee Hawkins,
Charles Carroll Clabaugh,
Howard Elias Cruse,
John Timanus Hissey, Jr.

Recipient of the Frederick Raine Medal:

James Chester Crothers.

Papers Relating to the Eastern High School.

FACULTY.

WILLIAM F. WARDENBURG, Principal,
Trigonometry, Commercial Law, Political Economy.

MARY C. GEDDES,
English, Science.

LAURA V. DEVALIN,
English.

ELIZA E. NICOLAI,
English.

M. MATILDA MULLIN,
Drawing.

LEONORA E. CARPENTER,
History.

SUE M. LOHRFINCK,
English, Physical Culture.

MARY C. BASIL,
Algebra, Geometry.

KATHERINE M. LEWIS,
Mathematics.

THEODOCIA B. MAHON,
Geometry, Book-keeping.

MARGARET GARRETT,
Latin.

ANNA B. DIETRICHS,
German.

MARY McLEAN,
English.

REBECCA B. BROOKS,
Science, History, Music.

CHARLES M. SMITH,
Stenography and Typewriting.

OLGA WILLIAMS,
German.

The following table shows the subjects taught in the Eastern High School, the number of classes in each subject, and the number of pupils studying each subject:

Subjects.	First Year.		Second Year.		Third Year.		Fourth Year.	
	Classes.	Pupils.	Classes.	Pupils.	Classes.	Pupils.	Classes.	Pupils.
Algebra	4	123	....	....	....	....	....	....
Book-keeping	....	....	2	47	1	24	....	....
Commercial Arithmetic	....	....	2	47	2	36	....	....
" Law	....	....	....	....	....	....	1	21
Drawing	4	125	4	93	3	64	2	30
English	4	125	4	92	3	73	2	53
Geometry	....	....	2	45	2	50	....	....
German	....	....	4	85	3	71	1	35
History	4	125	....	....	1	43	2	51
Latin	2	67	1	40	1	28	1	18
Music	2	125	1	93	1	74	1	53
Phonography and Typewriting	....	....	....	....	1	23	1	21
Physical Culture	4	120	4	93	3	74	2	51
Political Economy	....	....	....	....	....	....	1	21
Science	2	55	4	69	....	....	....	....
Trigonometry	....	....	....	....	....	....	1	31

Botany was substituted for Zoology in the second year.

Commercial Arithmetic was substituted for the History of Commerce in the third year, as no text book on the History of Commerce had yet been adopted.

ROLL.

Number of pupils on roll December 31, 1900	374
Number admitted by promotion during 1901	137
Number admitted from high schools during 1901	3
Number admitted by transfer during 1901	1
Total number in school during 1901	515
Average enrollment	347
Average attendance (92.8 per cent.)	322
Number withdrawn during 1901	163
Number transferred during 1901	2
Number graduated in 1901	52
Number on roll December 31, 1901	350

GRADUATES.

Fannie Louise Abbott,
Dorothy A. Bachman,
Lula A. Bachtell,
E. Pearl Beauchamp,
Emma S. Behringer,
Rebecca Berliner,
Wilhelmina J. Buchheimer,
Minnie J. Buckner,
Florence M. Burger,
A. Louise Carrick,
Helena E. V. Clarke,
Mary A. Clarke,
Velma F. Dawson,
Anna G. Dorsey,
Helen M. Dukehart,
Emma Magdalene Emrich,
Emma D. Frietch,
Elsie J. Gerbode,
Hannah Greenwood,
Marie A. Haferkorn,
A. Marie Hain,
Charlotte J. Hanna,
Lillian Heath,
Minnie C. Heede,
Marie W. Henderson,
Ella V. Higgins,
Martha Florence Horner,
Isabelle M. Johnstone,
Carrie Klerlein,
Maud E. Knoblock,
Lillian C. Kopp,
Anna Dorathea C. Krieger,
Mabel Porter Leef,
Susie von Raisen McFarlane,
Margaret Gardner McGregor,
Mary A. Necker,
Clara New,
Mabel Eloise Nicolai,
Lillian I. Parry,
A. Louise Rose,
Marie C. Rosenberger,
Roberta Rosenthal,
Anna L. Schuchardt,
Mattie V. Sinclair,
Cecelia Sklar,
Bertha Latimer Smith,
Mary Swain,
Carrie B. Thatcher,
Mary Adelaide Utermohle,
Susie Bouldin Weber,
Mary Loretta Willingham,
Pearl Zentz.

Recipients of Peabody Medals.

FIRST GRADE.

Florence M. Burger,
Marie A. Haferkorn,
Anna L. Schuchardt,
Isabelle M. Johnstone,
Lillian I. Parry.

SECOND GRADE.

A. Louise Carrick,
Velma F. Dawson,
Pearl Zentz,
Margaret Gardner McGregor,
Maud E. Knoblock,
Dorothy A. Bachman,
Wilhelmina J. Buchheimer,
A. Louise Rose,
Anna G. Dorsey,
Susie von Raisen McFarlane.

Additional Number Receiving Tickets to Peabody Lectures.

Carrie B. Thatcher,
Emma Magdalene Emrich,
Emma Frietch,
Ella V. Higgins,
Minnie C. Heede,
Emma S. Behringer,
Lillian C. Kopp,
Helen M. Dukehart,
Hannah Greenwood,
Mary Swain.

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Papers Relating to the Baltimore Polytechnic Institute.

The Baltimore Polytechnic Institute, comprising four separate departments with executive heads (the President exercising supervision over all), is one of the several High Schools maintained by the City of Baltimore, and aims to accomplish the following purposes:

1. To give a sound fundamental education to pupils whose inclinations and other circumstances preclude a college course.

2. To give to youth that healthful and highly valuable manual training which broadens education, and conduces to dexterity, contrivance, and invention.

To this end the time usually devoted to Greek and Latin is employed, during two years of the course, in carpentry, sheet-metal, and light forge exercises. These exercises cover what is known as manual training, and are given with special reference to their educational value.

3. To give to pupils in the third and post graduate years such studies in Mathematics, Physics, and Chemistry, and such mechanical exercises in Applied Manual Training, as will fit them:

(*a*) For teaching in Manual Training Schools.

(*b*) For immediate and remunerative employment in the drafting room, or for engagements in the wide field of electrical and mechanical engineering, where, it is believed, their training will lead to rapid advancement.

(*c*) For entrance to advanced standing into an institution of technology, should a higher technical education be desired.

THE COURSE OF INSTRUCTION IN DETAIL.

NOTE—Pupils who complete the four-year course as here outlined, and are recommended, will be admitted without examination to full Sophomore standing in the course leading to the degree of Mechanical Engineering or Electrical Engineer, at Sibley College, Cornell University.

DEPARTMENT OF ENGINEERING AND APPLIED MECHANICS.

FIRST YEAR COURSE—C CLASS. (111 Members).

Lectures and Practical Exercises.

(*a*) *Carpentry.*—16 weeks, 8 periods a week.
(*b*) *Sheet Metal.*—16 weeks, 8 periods a week.
(*c*) *Mechanical Drawing.*—32 weeks, 4 periods a week.

SECOND YEAR COURSE—B CLASS. (38 Members).

Lectures and Practical Exercises.

(*a*) *Review of Carpentry.*—4 weeks, 6 periods a week.
(*b*) *Introductory Vice Work.*—4 weeks. 6 periods a week.
(*c*) *Forge.*—12 weeks, 6 periods a week.
(*d*) *Pattern.*—12 weeks, 6 periods a week.
(*e*) *Mechanical Drawing.*—32 weeks, 5 periods a week.

THIRD YEAR COURSE—A CLASS. (20 Members).

Steam, Steam Engine, Boilers.—32 weeks, 4 periods a week.

Early history and progress of steam engineering; combustion of fuel and steam generation; work; efficiency; economy of fuel; the indicator; horse power; the slide valve; the various kinds of boilers.

Mechanical Drawing.—32 weeks, 4 periods a week.

Detailed drawings of machines from free-hand sketches; the working drawing, tracing, and blue print. Descriptive Geometry (see course in Mathematics).

Practice.—32 weeks, 6 periods a week.

Actual running of a steam engine; taking indicator diagram; setting slide valve; work at the lathe, planer, milling machine, drilling machine, and vise; forging and tempering machine cutting tools; case-hardening; chasing.

POSTGRADUATE CLASS (10 Members.)

Lectures and Recitations.—32 weeks, 3 periods a week.

Steam and the Steam Engine.—Thermodynamic applications; the laws of Charles and Boyle; kinetic theory of heat; absolute zero of temperature; the expansion of gases, with particular reference to different conditions of steam expansion; details of steam engine; link motion; clearance and compression; indicator diagrams—theoretical and actual; steam consumption per unit of power; mean effective pressure; stage expansion engines; condensers; boilers; engineering materials.

Mechanics.—32 weeks, 3 periods a week.

Kinematics.—The conversion of motion; circular motion; crank effort diagram with the consideration of the effect of the inertia of reciprocating parts; inertia governors.

Statics.—Forces; parallelogram of forces; resolution of forces; polygon of forces; moments; centre of gravity; friction; graphic solutions of static problems.

Strength of Materials.—Stress; strain; bending moment; moment of inertia; simple and cantilever beams; struts; radius of gyration; torsion; deflection; resilience.

Mechanical Drawing and Design.—32 weeks, 4 periods a week.

Design.—Some part of an engine, such as cylinder, connecting rod, valve. The Zeuner valve diagram; the combination of diagrams of stage expansion engines, with its application to engine design.

Mechanical Drawing.—The drafting accompanying the work in design; neatness and accuracy.

Practice.—32 weeks, 4 periods a week.

Actual running and indicating of the power engine, and of a high-speed automatic cut-off engine; testing for tensile and compressional strength with a Riehle machine; machine work involving accuracy and finish.

DEPARTMENT OF MATHEMATICS.

FIRST YEAR COURSE—C CLASS. (111 Members).

Algebra.—32 weeks, 4 periods a week.
Plane Geometry.—32 weeks, 3 periods a week.

SECOND YEAR COURSE—B CLASS. (38 Members).

Solid Geometry.—20 weeks, 3 periods a week, and 12 weeks, 2 periods a week.
Advanced Algebra.—20 weeks, 3 periods a week.
Plane Trigonometry.—12 weeks, 4 periods a week.

THIRD YEAR COURSE—A CLASS. (20 Members).

Plane Trigonometry.—20 weeks, 3 periods a week.
Spherical Trigonometry.—12 weeks, 3 periods a week.
Analytic Geometry.—32 weeks, 4 periods a week.
Descriptive Geometry.—Time taken from Mechanical Drawing.

POSTGRADUATE CLASS. (10 Members).

Differential and Integral Calculus.—32 weeks, 4 periods a week.

DEPARTMENT OF PHYSICS AND CHEMISTRY,

SECOND YEAR COURSE—B CLASS. (38 Members).

General Physics.—16 weeks, 4 periods a week.
Heat.—16 weeks, 4 periods a week.
Electricity.—32 weeks, 2 periods a week.

THIRD YEAR COURSE—A CLASS. (20 Members).

Electricity.—32 weeks, 3 periods a week.
Chemistry.—32 weeks, 2 periods a week.

POSTGRADUATE CLASS. (10 Members).

Electricity.—32 weeks, 4 periods a week.
Chemistry.—32 weeks, 4 periods a week.

DEPARTMENT OF ENGLISH, INCLUDING HISTORY AND LANGUAGE.

FIRST YEAR COURSE—C CLASS (111 Members.)

Composition and Rhetoric.—32 weeks, 2 periods a week.
Literature.—32 weeks, 2 periods a week.
History.—32 weeks, 5 periods a week.

SECOND YEAR COURSE—B CLASS (38 Members.)

Composition and Rhetoric.—32 weeks, 2 periods a week.
Literature.—32 weeks, 2 periods a week.
German.—32 weeks, 3 periods a week.

THIRD YEAR COURSE—A CLASS (20 Members.)

Literature.—32 weeks, 2 periods a week.
German.—32 weeks, 2 periods a week.

POSTGRADUATE CLASS—(10 Members.)

French.—32 weeks, 2 periods a week.

FACULTY.

WILLIAM R. KING, U. S. N., *Principal*,
and
Head of Department of Engineering.

RICHARD H. UHRBROCK, Ph.B., *Vice-Principal*,
and
Head of Department of Mathematics.

WILLIAM H. HALL,
Head of Department of Science.

SAMUEL M. NORTH,
Head of Department of English, Including History and Language.

STAFF.

J. WARD WILLSON, M.D.,
History, Physiology and German.

SAMUEL P. PLATT,
Mechanical Drawing and Descriptive Geometry.

OLIVER BACHARACH,
Assistant in Mathematics.

*WARREN S. SEIPP,
Free-Hand Drawing and Carpentry.

JOHN H. BRAMBLE,
Assistant in Mathematics and Science.

*J. EDWARD BROADBELT,
Secretary, and Assisstant in Science.

*IRVING C. HESS,
Graduate Assistant in Physical Laboratory.

MECHANICAL DEPARTMENT.

WILLIAM G. RICHARDSON,
Machine Work and Engineering Materials.

*THOMAS G. FORD,
Pattern-Making and Wood-Turning.

WILLIAM A. JONES,
Forge and Sheet Metal Work.

*GEORGE M. GAITHER,
Carpentry and Wood Carving.

*Graduate of the Institute.

List of Graduates.

Beehler, Joseph M.
Conway, C. Ernest,
Demitz, William M.
Goob, Charles F.
†Harris, Richard Greene
Hess, Irving C.
Hoppert, Charles W.
Hubbard, Carlisle L.
Johnston, Edward E.
Kenney, Thomas H.
Lane, Charles E.
*Lowndes, Andrew J.
Lynch, Ross E.
Malone, Allen L.
Marston, Richard E.
Mehrling, Harry
Raidabaugh, John A.
Rinehart, Thomas W.
Rosenthal, William B.
Samuel, Edward
Siegle, John C.
Tapman, Walter H.
Vincent, Sidney
Von Eiff, George P.
Walton, Ernest B.
Weiss, Arthur S.
Yost, George K.
Zipp, Philip H.

*Awarded the distinction, after competition, of delivering the honorary address
†Entitled to special mention for excellence in the competition for the distinction of delivering the honorary address.

PAPERS RELATING TO COLORED HIGH AND TRAINING SCHOOL.

FACULTY.

HUGH M. BROWNE, M. A., PRINCIPAL,
Physics and General Method.

JOSEPH H. LOCKERMAN, VICE-PRINCIPAL,
Mathematics.

ALPHONSO O. STAFFORD,
History.

CORA B. JACKSON, A. B.,
English and Literature.

RALPH V. COOK, M. E.,
Mechanical Drawing and Engineering.

LAURA E. MILLER,
Sewing, Millinery and Basketry.

FANNIE L. BARBOUR,
English and Mathematics.

MASON A. HAWKINS, A. B.,
Latin, Psychology and Economics.

LEVI V. MOORE,
Wood Work.

WALTER K. JONES,
Iron and Machine Work.

DANIEL A. BROOKS,
Free-Hand Drawing and Physics.

HELEN M. CHESNUTT, A. B.,
English.

COURSE OF STUDY.

SEPTEMBER, 1901—JUNE, 1902.

First Year.

English, 5; Literature, 3; History, 4; Algebra; Drawing (free hand), 2; (Girls) Basketry, 3; (Boys) Woodwork, 3; Music, 2.

Second Year.

English, 3; Literature, 3; History, 3; Latin, 4; Geometry, 5; Drawing (free hand), 2; (Girls) Sewing, 3; (Boys) Woodwork, 3; Music, 2

Third Year.

English and Literature, 5; History, 3; Physics, 5; Latin, 3; Ethics, 3; Drawing (free hand), 2; (Girls) Drafting and Sewing, 4; (Boys) Useful Applications of Electricity, 2; Iron and Machine Work, 2; Music, 2; (Boys) Mechanical Drawing, 2.

Fourth Year.

Literature and English, 7; History, 4; Physics, 5; Economics, 2; Drawing (free hand) 2; Drawing (Mechanical), 3; (Girls) Millinery, 4; (Boys) Useful Applications of Electricity, 2; Iron and Machine Work, 2; Music, 2.

Training Class.

Psychology, 4; General Method and Primary Physics, 5; Music, 2; Basketry and Educational Sewing, 4; Review of History, Mathematics and English, 15. Most of this time is spent in correcting the papers of High School pupils in these subjects.

It was not possible to offer the electives in this the first year of the union of the three schools.

MANUAL TRAINING.

TABULATED STATEMENT.

YEAR.	No. Pupils.	Kind of Work.	Time Devoted Per Week.
First.....	Girls—53. Boys—38.	Basketry. Wood Work.	2 hrs. 24 min. 2 hrs. 24 min.
Second	Girls—37. Boys—22.	Sewing and Basketry. Wood Work.	2 hrs. 24 min. 2 hrs. 24 min.
Third	Girls—23. Boys—15.	Sewing. { Applied Electricity. { Machine Shop.	3 hrs. 12 min. } 3 hrs. 12 min.
Fourth	Girls—19. Boys— 4.	Millinery. { Applied Electricity. { Machine Shop.	3 hrs. 12 min. } 3 hrs. 12 min.
Training Class....	Girls—11.	Basketry.	3 hrs. 12 min.

ENROLLMENT FOR 1901-1902.

On Roll September 30, 1901	229
On Roll December 31, 1901.....	232
Admitted from other public school systems.....	3

Colored High School.

GRADUATES, 1901.

Nettie Louise Bantum,
Arthur Bowen,
Annie Creditt,
Lottie Amelia Hammond,
Maud Vinton Henry,
Lucie E. Jennings,
William Edgar Johnson,
Lillie Estella Lynn,
Nora Proutt,
Mary Elizabeth Sorrell,
Maud Irene Washington,
Clarence Relaford White,
Sara Floretta Woodland.

Alumni Medal.

ARTHUR BOWEN.

Colored Polytechnic Institute.

GRADUATES, 1901.

Charles H. Gordon,
John H. Hampton,
William H. Hill,
William Johnson,
Roscoe Mitchell,
Julian W. Ross,
John H. Wood.

Recipient of Alumni Medal.

JULIAN W. ROSS.

Recipient of Steam Engineering Medal.

Offered by Principal W. Robinson Ryan.

WILLIAM H. H. G. HILL.

Papers Relating to the Baltimore Training School for Teachers.

FACULTY.

BASIL SOLLERS, Principal,
Arithmetic, Manual Training.

PAMELA A. HARTMAN, Vice-Principal,
English, History.

DAVID E. WEGLEIN, A. B., First Assistant,
Psychology, Algebra, Geometry, Physics.

ELIZABETH A. SMYTH, Second Assistant,
Primary Methods, Geography, Physiology.

With the assistance of the following:

OLIVIA F. KEACH, Supervisor of Drawing.
BETTY M. MAKIBBIN, Teacher of Drawing.
HELEN M. PLACE, Supervisor of Music.
CHARLES F. E. SCHULTZ, Director of Physical Culture.

COURSE OF STUDY

——IN THE——

BALTIMORE TRAINING SCHOOL FOR TEACHERS.

FIRST YEAR.

First Term.—Entire time devoted to class work in the Training School.

Second Term.—Half of the time devoted to class-work in the Training School. Half of the time devoted to observation and practice.

SECOND YEAR.

First Term.—Half of the time devoted to class-work in the Training School. Half of the time devoted to observation and practice.

Second Term.—Entire time devoted to study in the Training School.

CLASS WORK.

Arithmetic, 2 periods per week.
Manual Training, 1 period per week.
English, 3 periods per week.
History, 2 periods per week.
Pschyology and Pedagogy, 3 periods per week.
Algebra and Geometry, 2½ periods per week
Physics, 1 period per week.
Primary Methods, 2 periods per week.
Geography, 2½ periods per week.
Physiology, 1 period per week.
Drawing, 2 periods per week.
Music, 1 period per week.
Physical Culture, 1 period per week.
Lecture, 1 period per week.

ROLL.

Number of pupils admitted January, 1901	52
Number of colored pupils admitted January, 1901	18
Number of pupils admitted September, 1901	46
Number of pupils admitted February, 1902	11
Total number of pupils admitted	127
Numbers of pupils teaching	32
Number of colored pupils teaching	4
Total number of pupils teaching	36
Number of pupils now on roll	64

REPORT

—OF THE—

SUPERVISOR OF SCHOOL BUILDINGS.

BALTIMORE, January 1, 1902.

To the Board of School Commissioners:

The following report is respectfully submitted for the year ending December 31, 1901:

Condition of Buildings.—No new buildings were erected during 1901; three of the rented buildings were vacated, so that practically the number remains the same as reported for 1900.

Conditions generally have been improved by alterations and repairs made by the Inspector of Buildings, but in no instance have they been of such radical character nor of sufficient extent to justify the alteration of the classification made in my report last year. The judicious expenditure of the quite liberal appropriations placed in his hands has enabled the Inspector to put the buildings in better condition than they have ever been before, but the unsuitableness of a number of the buildings is as apparent to-day as a year ago, and the need of haste in pushing to completion the new schools authorized by the Mayor and City Council is just as urgent now as then.

Fuel.—Table No. 1 shows the comparative prices paid for fuel in 1900-1 and 1901-2. The columns under the heading "Average Net Prices," show the prices paid for coal after deducting percentage for excess of ash as determined by the chemist's analysis, or after adding a percentage, as was the case with the bituminous coal. The prices for coal bought in open market were net prices.

	Bituminous.	Wood.	1901–1902. Average Net Prices. No. 1 H.	No. 2 H.	No. 3 H.	Sun.	Bit.
	.....	.....	$4 89	$5 37	$5 67	.....	.....
9	.....	.....	.....	.....	.....	$5 47	.....
E. S. Br	.....	.....	Net.	.....	.....	.....	.....
	.....	.....	5 91	6 38	6 62	.....	.....
W. J. Cl	$3 35	.....	.....	.....	.....	.....	$3 50
Samuel	.....	$4 43	.....	.....	.....	.....	.....
9	.....	.....	None delivered.				
H. C. M	.....	.....	Net.	.....	.....	.....	.....
W. J. Cl 5	.....	.....	.....	$6 43	$6 91	$6 91	.....
Samuel	.....	$5 65	.....	.....	.....	.....	.....
George J 4	.....	.....	$5 91	$6 14	$6 14	$5 61	.....
	.....	$5 65	.....	.....	.....	.....	.....
	.....	.....	$4 86	$5 28	$5 49	.....	.....
E. S. Br	.....	.....	Net.	.....	.....	.....	.....
E. S. Br 9	.....	.....	6 71	6 94	7 18	5 57	.....
	$3 10	.....	.....	.....	.....	.....	$3 24
	.....	$3 98	.....	.....	.....		.....
	.....	.....	None delivered.				
H. C. M	.....	.....	Net.	.....	.....	.....	.....
9	.....	.....	.....	$7 06	$7 30	$5 57	.....
W. J. Cl	$3 09	.....	.....	.....	.....	.....	$3 10
Samuel	.....	$4 98	.....	.....	.....	.....	.....
2	.....	.....	$4 82	$5 17	$5 45	$5 49	.....
H. C. M 5	.....	.....	6 09	5 85	6 08	6 47	.....
Samuel	.....	$4 28	.....	.....	.....	.....	.....
W. J. C							

REPORT

—OF THE—

SUPERVISOR OF SCHOOL BUILDINGS.

BALTIMORE, January 1, 1902.

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Fuel.—Table No. 1 shows the comparative prices paid for fuel in 1900-1 and 1901-2. The columns under the heading "Average Net Prices," show the prices paid for coal after deducting percentage for excess of ash as determined by the chemist's analysis, or after adding a percentage, as was the case with the bituminous coal. The prices for coal bought in open market were net prices.

Coal.—The contract for furnishing hard coal for the school year 1901-2, to the schools in the Central, Northwestern, Eastern, Northeastern and Southern Districts, was awarded to Schaub Brothers in April, 1901, at the prices named in the foregoing table. The prices were subject to a deduction after analysis by the chemist of the Health Department, for excess of ash; the average net prices also appear in the table. Messrs. Schaub Brothers delivered during July and August, about 2,000 tons to schools in the Southern, Eastern and Central Districts. This was about one-third of the amount called for by their contract. On September 1, they threw up their contract and declined to deliver any more coal.

Table No. 2 is a statement of Schaub Brothers' account with this Department as handed the City's Legal Department for settlement with the defaulting contractor:

TABLE NO. 2.

STATEMENT.

Quantities of coal as advertised for in April, 1901, as supply for school year 1901-2.

District.	Tons Hard Coal. No. 1	No. 2	No. 3	Sunbury. No. 3	Bituminous.
Central	670	680	810	65 a	670 b
Southern	530	370	165	35	x
Eastern	550	900	750	75 a	120 c
Northwestern	x	60	240	6 a	x
Northeastern	x	240	135	9 a	110 d
Western	50 a	150 a	300 a	10 a	x
Total	1,800	2,400	2,400	200	900

FURNISHED BY SCHAUB BROTHERS.

District.	Tons Hard Coal. No. 1	No. 2	No. 3	Sunbury. No. 3
Central	91	77	107	
Southern	397	214	140	14
Eastern	282	409	389	
Total S. B.	770	700	636	14
Bo't in Open Market	14	54	44	x
New Contracts for	987	1573	1469	27

a—Contracts awarded to Wilcox & Ziegler.
b—Contract to National Coal Co.
c—Contract to Piedmont Mining Co.
d—Contract to Merchants Coal Co.

Before new contracts could be made, it became necessary to purchase coal in the open market for the use of the schools. The prices and quantities thus bought appear in table and statement above. New contracts were made in October, 1901, with Geo. J. Hafer for the Central and Northwestern Districts, with Wilcox & Ziegler for the Eastern and Northeastern Districts, and with W. J. Chapman for the Southern District—all to be subject to analysis and deduction for excess of ash. The average net prices of the coal furnished under these new contracts are shown in the table.

An examination of the table will be interesting. The Central is the largest district, the Eastern following, and the next the Southern. A comparison of prices in the several districts shows:

TABLE No. 3.

	Price per Ton of Hard Coal.		
	No. 1	No. 2	No. 3
Central District.			
As bought in open market after competitive bids..	5 24	5 49	5 74
Net price under Hafer's contract....	5 91	6 38	6 62
Increased cost.....	67	89	88
Eastern District.			
As bought in open market.....	5 24	5 49	5 74
Net contract price (Wilcox & Ziegler).....	6 71	6 94	7 18
Increased cost	1 47	1 45	1 44
Southern District.			
Last year's contract prices	4 29	4 48	4 73
Add 50c per ton for advance in price.....	50	50	50
	4 79	4 98	5 23
Net contract price (W. J. Chapman).....	6 09	5 85	6 08
Increased cost	1 30	87	85
Northwestern District.			
As bought in open market.....		5 65	5 91
Net contract price (Geo. J. Hafer)....		6 43	6 91
Increased cost		78	1 00
Western District.			
Last year's contract prices.....	4 59	4 74	4 94
Add 50c for advance in price.....	50	50	50
	5 09	5 24	5 44
Net contract price (Wilcox & Ziegler)	5 91	6 14	6 14
Increased cost	82	90	70
Northeastern District.			
As bought in open market.....		5 49	5 74
Net contract price (Wilcox & Ziegler).....		7 06	7 30
Increased cost		1 57	1 56

Theoretically, it may be a good thing to buy coal by analysis, but the practical difficulties in the case seem to be such that I doubt whether any gain that may be secured by payments based upon an analysis that determines the quality of the coal, (or quantity of ash) is not more than offset by the increased price charged by dealers, who bid under specifications of this character, in order to protect themselves against the uncertainties of the analyses. The season's experience satisfies me that several thousand dollars could be saved, and fully as satisfactory results secured, by purchasing coal by the customary method, besides relieving the Chemist of the Health Department of an enormous amount of work and annoyance.

Cost of Heating.—Table No. 4 will show the comparative cost of heating the schools, and No. 5 the cost of installation.

The cost of fuel, as given in Table No. 4, is based upon the quantities consumed in the year 1900-1, at prices paid for same that year.

Heating by stoves is, of course, the cheapest method, but no one will contend that it is the best, or even a good one. The danger from fire is too great to permit their use if it can be avoided. A comparison of the cost of heating by steam boilers or hot air furnaces, shows that the steam heating costs from 16 to 33 per cent. less than by the best hot air furnaces, and no more than by the ordinary furnace. It is generally conceded to-day that the proper method of heating all large buildings is by steam (or by hot water, which is better possibly but much more costly of installation). With hot air furnaces there is always present the possibility of overheating the metal, and, as a result, the scorching of the air supply. This not only produces discomfort, but causes throat and lung trouble. The steam heating coils cannot burn the air, and are therefore not liable to the objection so generally urged against furnaces. No method of heating the new school buildings should be considered other than steam or hot water. The health of the pupils demands this.

TABLE No. 4.

COMPARATIVE COST OF HEATING BY DIFFERENT METHODS.

	Cost of Coal.	Cost of Wood	Total Cost of Fuel.	Cost Per Class Room.	Cost Per Pupil or Seat.	No. of Furnaces	Cost Per Furnace.	
Steam Boilers.								
Baltimore City College	$669 60	$13 20	$682 80	$34 14	$0.627			
Western High School	390 60	4 40	395 00	21 94	.427			
Baltimore Polytechnic Institute	579 70	4 30	584 00	41 71	.983			
School No. 47	418 50	20 00	438 50	19 93	.411			
" 53	393 70	10 00	403 70	23 75	.399			
Average cost	490 42	10 38	500 80	27 51	.534			
Average of W. H. S., No. 47 and No. 53	.....	.....	412 40	21 70	.411			
Smead Hot-Air Furnaces.								
School No. 61	813 45	16 11	829 56	46 09	.964	8	103 69	
" 34	264 88	15 12	280 00	23 33	.424	5	56 00	1 portable furnace.
" 79	560 50	23 76	584 26	24 24	.509	6	97 37	
" 37	308 75	7 80	316 55	26 38	.503	3	105 52	
" 67	326 04	11 50	337 54	56 25	1.265	3	112 51	
Average cost	.....	.....	469 58	32 61	.659	.....	93 91	

TABLE No. 4—Continued.

COMPARATIVE COST OF HEATING BY DIFFERENT METHODS.

	Cost of Coal.	Cost of Wood.	Total Cost of Fuel.	Cost Per Class Room.	Cost Per Pupil or Seat.	No. of Furnaces.	Cost Per Furnace.	
Brick Set and Portable Furnaces.								
School No. 16	274 85	8 34	283 19	23 60	.481	5	56 64	
" 5	376 10	16 68	392 78	24 55	.395	6	65 46	
" 94	459 30	14 60	473 90	18 23	.321	9	52 65	2 Smead furnaces.
" 54	246 40	10 74	257 14	21 43	.405	4	64 29	
" 46	331 80	8 68	340 48	21 28	.384	6	56 74	
Average cost	.....	.....	349 50	21 31	.381	.....	58 25	
Stoves.						No. of Stoves	Cost Per Stove.	
School No. 38	85 10	7 80	92 90	11 61	.262	9	10 32	
" 27	153 00	16 68	169 68	14 14	.281	15	11 31	
" 20	454 75	29 19	483 94	13 82	.301	32	15 12	
" 81	325 50	21 70	347 20	19 29	.382	22	15 78	
" 12	148 59	21 60	170 19	12 15	.255	16	10 63	
Average cost	.....	.....	252 78	14 52	.305	.....	13 44	

TABLE No. 5.

COMPARATIVE COST OF STEAM BOILERS, SMEAD HOT AIR FURNACES, ETC.

	Boilers.	Furnaces.	Classrooms.	Pupils.	Total Cost of Apparatus.	Cost Per Room.	Cost Per Pupil.	
School No. 53	2	.....	17	1,012	$10,268 00	$604 00	$10 15	Steam Boilers.
School No. 47	2	.....	22	1,067	6,900 00	313 64	6 47	Steam Boilers.
Average	....	.....	.....	.....	.....	440 20	8 26	
School No. 61	....	8	18	860	6,908 00	383 78	8 03	Smead Furnaces.
School No. 37	...	3	12	629	1,850 00	154 17	2 94	Smead Fnanaces.
Average	....	.....	.....	.....	.....	291 93	5 88	
Portable Furnaces.								
An average school	....	4	12	600	1,500 00	125 00	2 50	Portable Furnaces
Stoves.								
An average school	....	Stoves. 12	12	600	360 00	30 00	60	Stoves.

TABLE No. 6.

This table contains considerable Statistical Information that may be interesting, as well as serviceable, to those wishing to make comparisons.

Group.	School.	Material.	Stories.	Class Rooms.	Seats.	Heating Apparatus.						Ventilation.						Kind of Closet.				Fuel July 1, 1900, to July, 1901.					
																						Hard Coal. Tons.					
						Steam Boilers.	Smead Hot-Air Furnaces.	F. W. C. Hot-Air Furnaces.	Brick-Set Furnaces.	Portable Furnaces.	Stoves.	Forced by Fans.	Gravity System.	Old Vent Stack.	Window.	Smead System.	Stack Heaters.	Flushing Latrines.	Flushing W. C.	Smead Dry Closet.	Privies.	No. 1.	No. 2.	No. 3.	Tons Sunbury.	Tons Bituminous.	Cords Wood.
A	47	Brick	3	22	1067	2	....	....	....	....	....	a	....	....	....	....	....	a	....	....	....	....	....	....	....	135	5
	38	"	2	8	354	....	....	....	....	....	9	....	....	....	d	....	....	....	....	....	d	....	13	6	....	....	2
	3	"	2	16	864	....	2	....	5	1	2	....	....	....	....	e	2	a	....	....	....	65	5	41	3	....	5
	24	"	2	12	669	....	4	....	....	....	1	....	....	....	....	e	2	....	....	c	....	....	....	65	2	....	4
B	42	"	2	20	951	....	5	....	....	....	2	....	....	....	....	e	2	a	....	....	....	....	....	105	....	....	3
	6	"	2	12	608	....	....	....	....	....	15	....	....	....	d	....	....	....	....	....	d	....	31	....	2	....	4
	23	"	2	14	774	....	....	....	4	....	3	....	....	c	....	....	2	a	....	....	....	10	68	....	3	....	5
	25	"	2	16	872	....	4	....	....	....	3	....	....	....	....	e	4	a	....	....	....	....	....	90	2	....	4
	108	"	2	11	498	....	....	....	....	....	11	....	....	....	d	....	....	....	....	....	d	....	24	....	....	....	2
C	70	"	2	16	748	....	....	....	....	....	19	....	....	....	d	....	....	a	....	....	....	....	19	....	7	....	5
	17	"	2	12	596	....	....	....	....	....	16	....	....	....	d	....	....	a	....	....	....	....	34	....	4	....	4
	28	"	2	12	554	....	....	....	....	....	14	....	....	....	d	....	....	a	....	....	....	....	30	....	3	....	3
	33	"	2	12	640	....	3	....	....	1	1	....	....	....	....	e	3	....	....	c	....	....	....	74	2	....	3
	35	"	2	12	650	....	3	....	1	....	1	....	....	....	....	e	3	....	....	....	d	....	....	68	2	....	3
D	93	"	2	16	854	2	....	....	....	....	1	....	....	c	....	....	....	....	....	....	d	....	49	....	....	....	3
	W93	"	3	10	428	....	....	....	....	2	6	....	....	....	d	....	....	....	....	....	d	....	24	....	....	....	3
	E93	"	3	10	456	....	....	....	....	2	1	....	....	....	d	....	....	....	....	....	d	....	18	....	....	....	3
	2	"	2	13	542	....	....	....	....	....	12	....	....	....	d	....	....	....	....	....	d	....	27	....	2	....	2
	8	"	2	14	700	....	....	....	....	....	19	....	....	....	d	....	....	....	....	....	d	....	47	....	2	....	4
E	13	"	2	12	642	....	3	....	....	....	1	....	....	....	....	e	2	....	....	c	....	....	....	82	1	....	4

TABLE No. 6.—Continued.

Group.	School.	Material.	Stories.	Class Rooms.	Seats.	Heating Apparatus.						Ventilation.						Kind of Closet.				Fuel July 1, 1900, to July, 1901.					
						Steam Boilers.	Smead Hot-Air Furnaces.	F. W. C. Hot-Air Furnaces.	Brick-Set Furnaces.	Portable Furnaces.	Stoves.	Forced by Fans.	Gravity System.	Old Vent Stack.	Window.	Smead System.	Stack Heaters.	Flushing Latrines.	Flushing W. C.	Smead Dry Closet.	Privies.	Hard Coal. Tons. No. 1.	Hard Coal. Tons. No. 2.	Hard Coal. Tons. No. 3.	Tons Sunbury.	Tons Bituminous.	Cords Wood.
E	36	Brick,	3	11	450	...	...	...	...	1	7	...	...	...	d	...	...	...	...	...	d	...	11	5	...	...	1
	27	"	3	12	604	...	...	...	...	...	15	...	...	...	d	...	...	...	...	...	d	...	34	...	...	...	4
	97	"	3	10	426	...	...	...	...	1	8	...	...	...	d	...	...	...	...	...	d	...	28	...	...	...	2
	Br. 97	"	3	6	279	...	...	...	1	...	2	...	...	...	d	...	...	...	...	...	d	...	8	...	...	...	1
	77	"	2	18	836	...	...	...	...	...	20	...	...	...	d	...	...	...	...	...	d	...	58	...	2	...	3
F	71	"	2	16	786	...	...	...	5	...	6	...	...	c	...	...	2	a	...	...	...	91	7	6	2	...	4
	5	"	2	16	994	...	...	...	6	...	2	...	...	c	...	...	1	a	...	...	...	81	...	...	5	...	4
	26	"	2	10	486	...	...	...	...	...	12	...	...	...	d	...	...	...	...	...	d	...	18	...	2	...	2
	101	"	2	6	338	...	...	...	...	...	10	...	...	...	d	...	...	a	...	...	...	...	25	...	...	...	2
	111	"	2	10	380	...	...	...	...	...	10	...	...	...	d	...	...	...	...	...	d	...	17	...	1	...	...
	Br. 111	"	3	4	170	...	...	...	...	...	5	...	...	...	d	...	...	...	...	...	d	...	14	...	...	...	1
G	43	"	2	24	1161	...	...	...	6	1	4	...	...	c	...	...	1	a	...	...	...	63	15	...	3	...	6
	Br. 43	"	3	1	40	...	...	...	...	...	6	...	...	...	d	...	...	...	...	...	d	...	18	...	...	...	1
	105	"	2	13	660	...	...	...	...	...	12	...	...	...	d	...	...	...	...	...	d	...	38	...	...	...	1
	7	"	2	10	487	...	...	...	...	4	1	...	...	...	d	...	...	...	...	...	d	...	31	...	2	...	2
	73	"	2	13	554	...	...	...	...	...	16	...	...	c	...	...	...	...	...	...	d	...	27	...	2	...	2
H	45	"	2	14	697	...	...	...	...	...	20	...	...	...	d	...	2	a	...	...	...	...	46	...	5	...	5
	113	"	2	14	748	...	3	...	...	...	2	...	...	...	...	e	3	...	...	c	...	...	...	55	...	...	1
	16	"	2	12	589	...	...	...	5	...	2	...	...	c	...	...	...	...	...	...	d	61	...	...	2	...	2
	32	"	2	12	636	...	3	...	...	1	2	...	...	...	...	e	3	...	...	c	...	...	7	74	...	...	4
	49	"	3	7	235	...	...	...	...	...	5	...	...	...	d	...	...	...	...	...	d	...	23	10	...	...	2

| | | |

TABLE No. 6.—Concluded.

Group.	School.	Material.	Stories.	Class Rooms.	Seats.	Heating Apparatus.						Ventilation.						Kind of Closet.				Fuel July 1, 1900, to July, 1901.					
						Steam Boilers.	Smead Hot-Air Furnaces.	F. W. C. Hot-Air Furnaces.	Brick-Set Furnaces.	Portable Furnaces.	Stoves.	Forced by Fans.	Gravity System.	Old Vent Stack.	Window.	Smead System.	Stack Heaters.	Flushing Latrines.	Flushing W. C.	Smead Dry Closet.	Privies.	Hard Coal. Tons. No. 1.	Hard Coal. Tons. No. 2.	Hard Coal. Tons. No. 3.	Tons Sunbury.	Tons Bituminous.	Cords Wood.
P	66	Brick	1	4	184	....	....	....	....	....	4	....	....	....	d	....	....	....	....	....	d	....	17	....	....	....	3
	67	"	1	6	267	....	3	....	....	....	1	....	....	....	....	e	2	....	....	c	....	....	....	66	....	....	3
	68	"	2	13	607	....	4	....	....	....	1	....	....	....	....	e	2	....	....	c	....	....	....	85	2	....	2
	96	"	2	16	904	Water. 2	....	6	....	....	....	....	b	....	....	....	4	....	....	c	....	92	....	9	....	....	3
	98	"	2	8	380	....	....	....	....	....	8	....	....	....	d	....	....	....	....	....	d	....	25	....	....	....	1
Q	11	"	2	20	1043	....	....	....	7	1	4	....	....	c	....	....	2	a	....	....	....	....	101	....	4	....	4
	65	"	2	8	439	....	2	....	....	2	1	....	....	....	....	e	1	....	....	c	....	....	34	27	....	....	3
	78	"	2	17	758	1	4	....	....	1	1	....	....	c	....	....	4	....	....	c	....	....	....	101	2	....	3
	103	"	3	7	232	....	....	....	....	1	3	....	....	....	d	....	....	....	....	....	d	....	25	1	2	....	4
	63	"	2	11	566	....	3	....	....	2	2	....	....	....	....	e	2	....	....	c	....	....	....	87	2	....	2
R	75	"	2	24	1352	....	....	....	8	4	3	....	....	c	....	....	1	a	....	....	....	....	128	....	....	....	7
	15	"	2	15	739	....	....	....	....	....	18	....	....	....	d	....	1	a	....	....	....	....	31	....	....	....	2
	31	"	2	12	502	....	3	....	....	....	1	....	....	....	....	e	3	....	....	c	....	....	3	54	....	....	4
	39	"	2	12	520	....	....	....	3	2	2	....	....	c	....	....	1	a	....	....	....	50	2	....	2	....	3
S	82	"	2	13	591	....	....	....	....	4	2	....	....	....	d	....	1	a	....	....	....	....	52	....	2	....	1
	95	"	2	16	831	....	4	....	....	1	2	....	....	....	....	e	2	a	....	....	....	....	10	115	....	....	3
	107	"	2	12	614	....	....	....	....	....	12	....	....	....	d	....	....	....	....	....	d	....	30	....	....	....	2
	110	"	2	21	1018	....	....	....	6	....	4	....	....	c	....	....	....	....	....	....	d	105	....	....	2	....	1
	116	"	2	12	540	....	....	....	....	....	15	....	....	....	d	....	....	....	....	....	d	....	32	....	2	....	3

T	46	Brick.	2	16	887	....	....	....	5	1	1	....	....	c	....	....	2	a	...	....	....	73	....	....	3	....	....
	79	"	2	24	1147	....	6	...	....	...	1	...	....	...	....	e	4	a	....	....	....	...	....	118	....	....	6
	91	"	2	12	588	....	....	....	....	4	1	....	....	....	d	....	1	a	....	....	....	...	28	....	2	....	3
U	14	"	2	14	732	...	....	....	5	....	2	....	....	c	....	....	1	a	....	....	....	75	3	....	3	....	2
	21	"	2	12	536	....	....	....	....	....	16	....	....	....	d	....	....	....	....	....	d	....	25	....	2	....	3
	81	"	2	18	908	....	....	....	....	....	22	....	....	....	d	....	1	a	....	....	....	....	66	...	6	....	5
	61	"	3	18	860	....	8	....	....	....	1	a	....	....	....	...	2	a	....	....	....	....	....	165	....	....	3
V	59	Frame	2	4	154	....	....	....	....	....	4	....	....	....	d	....	....	....	....	....	d	....	16	....	....	....	1
	60	Brick	2	14	732	...	4	....	....	....	2	....	....	....	....	e	3	...	....	c	....	....	....	78	3	....	4
	Br. 60	"	2	6	307	....	....	....	....	....	6	....	....	....	d	....	..	....	....	....	d	....	8	....	....	....	1
	62	Frame	1	3	172	....	....	....	....	....	4	....	....	....	d	....	....	....	....	....	d	....	21	3	....	....	1
	Br. 62	"	1	4	163	....	....	....	....	1	....	....	....	....	d	....	....	....	....	....	d	....	7	....	....	....	1
	64	"	2	4	124	....	....	....	....	1	....	....	....	....	d	....	....	....	b	....	....	...	22	....	....	....	....
	112	Brick	3	18	1520	....	6	....	....	....	...	a	....	....	....	....	2	a	....	....	....	....	....	114	....	....	3
	118	"	2	8	460	....	....	....	....	....	8	....	....	....	d	....	....	....	....	....	d	....	18	....	....	....	2
W	55	"	2	13	705	....	3	....	....	1	1	....	....	....	....	e	3	....	....	c	....	....	....	84	2	..	3
	Br. 55	B. & F.	3	4	186	....	.	....	....	....	....	....	....	....	d	....	....	....	....	....	d	....	....	....	....	....	....
	56	Brick	2	8	396	....	....	...	....	....	8	...	....	....	d	....	....	....	....	....	d	....	23	....	....	....	1
	57	Frame	1	5	302	....	....	....	....	....	6	....	....	....	d	....	....	....	....	....	d	....	13	3	....	....	2
	58	Brick	2	10	580	Water 1	....	....	....	....	8	....	...	....	d	....	....	....	....	....	d	....	34	....	....	....	2
Admr. Bldg..		"	3	....	.....	Water 1	....	....	....	....	....	....	...	....	d	....	....	....	b	....	...	....	30	5	....	....	....
B. C. Col. ...		"	4	20	1088	Steam 2	....	....	....	....	1	....	b	....	....	....	....	...	b	...	....	....	....	....	....	266	....
E. H. S.....		"	2	14	1029	Water 4	....	....	....	1	6	....	....	c	....	....	1	a	....	....	....	....	120	...	....	....	2
W. H. S.....		"	3	18	925	Steam 2	...	....	....	....	....	....	b	....	....	....	2	....	b	....	....	....	....	....	....	126	1
B. P. I.....		"	3	14	594	2	...	...	....	....	....	....	....	c	....	....	....	....	b	....	d	....	....	....	....	187	½
Col'd M. T...		"	2	11	.....	....	....	....	....	....	12	....	....	....	d	....	....	....	....	....	d	....	6	....	....	15	1
Col'd H. S...		"	2	16	768	....	4	....	....	1	1	....	....	....	....	e	4	a	....	....	....	....	....	99	3	....	4
T. T. S.	1	"	3	14	634	....	....	....	7	2	2	....	....	c	....	....	....	....	b	...	....	43	44	....	2	....	1
	9	"	2	16	762	....	....	....	6	2	2	....	....	c	....	....	1	a	....	....	....	75	....	....	1	....	1
	100	"	3	25	708	....	....	...	6	2	1	....	....	c	....	....	....	a	...	....	....	83	....	....	2	....	3

Repairs by the Inspector of Buildings.—During the past summer sanitary flushing closets were installed in the following schools, namely: Nos. 79, 9, 12, 15, 17, 91, 25, 70, 100, 28, 39, 82, 95 and 101, displacing the old cess-pools or the dry-closet systems. A number of alterations, to give greater convenience of arrangement, have been made; several fire-escapes put up; furnaces in one instance substituted for stoves; and very many repairs made that will add to the safety and appearance of the buildings and the comfort and pleasure of the occupants.

Repairs to Furniture, Stoves, etc.—So far as funds at command would permit, repairs have been made. A large proportion of the furniture is old, much of it dilapidated, unsightly, and measuring far short of the standard required by a creditable class-room

Decoration of Schools.—Nothing has been done in this line during the past year by the Municipal Art Society or other association. The Inspector of Buildings has painted or tinted the walls of several buildings—and that is the extent of the decoration.

Janitor Service.—The changes made during 1901 have been as follows, viz:

Janitors appointed	2
" dismissed	1
Firemen appointed	8
" resigned	5
" deceased	1
" dismissed	1
Janitresses appointed	12
" resigned	5
" deceased	4
" dismissed	2
" transferred	1

Bathing, etc.—If the expense were not prohibitory, it would be well to establish baths in the basement of some of the schools, preferably in those located in the central parts of the city, where personal cleanliness seems to have but small

importance in the home training of children. In the Italian quarter in Boston these baths have been installed in the Paul Revere school with very gratifying results.

Few of our school buildings have proper toilet facilities; children who come to school with soiled hands and faces must so remain. A change would be an improvement.

Drinking Fountains.—Water for drinking and toilet purposes should be supplied on each floor of every building. Few of our buildings have what is needed in this connection.

Better Buildings.—If the future Baltimore school-house is to be an improvement upon its predecessor, larger appropriations should be made for its building and equipment. The amount generally appropriated for a new building will not satisfy the requirements of the case, either as to its construction, its planning, its heating and ventilation, its architecture, or its decoration. Something must be but partially done in order to keep cost within appropriation. Are we keeping abreast of the times in this matter? And what is far more important, do the children of this community get what they are justly entitled to?

Respectfully submitted.

BENJ. B. OWENS,
Supervisor of School Buildings.

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SEVENTY-FOURTH ANNUAL REPORT

—— OF THE ——

BOARD OF SCHOOL COMMISSIONERS

—— TO THE ——

MAYOR AND CITY COUNCIL OF BALTIMORE,

—— FOR THE ——

Fiscal Year Ending December 31, 1902.

BALTIMORE:
THE JOHN D. LUCAS PRINTING CO., PUBLIC PRINTER.

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1904

BOARD OF SCHOOL COMMISSIONERS

ORGANIZED MARCH 1st, 1900.

Name.	*Address.*	*Term Expires.*
JOSEPH PACKARD, *President*.	207 N. Calvert Street	1906
THOMAS S. BAER	818 Equitable Building	1906
ALCAEUS HOOPER	710 Merchants Bank Bld'g	1908
CHARLES H. EVANS	600 Water Street	1908
ALBERT B. CUNNINGHAM	2241 Barclay Street	1904
WILLIAM ROSENAU	825 Newington Avenue	1904
JAMES H. PHILLIPS	102 E. Madison Street	1906
THOMAS McCOSKER	Foot of Chesapeake Street	1904
IRA REMSEN	214 W. Monument Street	1908

OFFICERS.

JAMES H. VAN SICKLE ..... Superintendent.
HENRY A. WISE ..... 1st Asst. Superintendent.
JOHN E. McCAHAN ..... Asst. Superintendent.
HENRY M. COWLES ..... Secretary.
FRANK N. CLARIDGE ..... 1st Asst. Secretary.
HENRY C. BUCKMASTER ..... 2d Asst. Secretary.
BENJ. B. OWENS ..... Supervisor of School Buildings.
GEO. W. McGILL ..... Clerk to Superintendents.
FLORA M. PFOUTZ ..... Stenographer.
HOWARD WHITCRAFT ..... Clerk to Supervisor.

OFFICE OF THE BOARD OF SCHOOL COMMISSIONERS,
MADISON AND LAFAYETTE AVENUES.

BALTIMORE, January 1st, 1903.

HONORABLE THOMAS G. HAYES,
Mayor of the City of Baltimore:

SIR—The Board of School Commissioners respectfully submits the Seventy-fourth Annual Report of the condition of the public schools of the City of Baltimore during the year ending December 31st, 1902.

TRAINING SCHOOL FOR TEACHERS.

The Training School for Teachers, mentioned in the last report of this Board, was established with a view of affording two years of prepararation for teachers, but the Board found that, as then organized, it failed to furnish an adequate supply of candidates, and therefore determined that, without lowering the standard already established, the plans should be so modified as to attract more of the graduates of our high schools. It was thought that if high school graduates could prepare for teaching by taking a modification of the last year of the high school course, and by spending the additional year in study and practice in the high school, a much larger number would be willing to undertake the training school course, and that in this way the essential two years' preparation might be secured. A similar plan seemed desirable at the Baltimore City College in order to increase the number of men in the teaching force. The Board, therefore, made the necessary changes in the curriculum of the high schools and the City College for the fourth year, and arranged for classes to constitute model or practice classes under the supervision of critic teachers.

The new organization thus outlined went into effect at the beginning of the scholastic year in September, and the results have been highly gratifying. There are now 97 in the Training School for white girl graduates, and 70 of the undergraduates are taking the special course. There are five young men in the graduate class of the Baltimore City College and 14 taking the undergraduate course. In the Colored High and Training School there are 24 in the graduate class and 30 undergraduates taking the special course. The problem of supply of qualified teachers for the future seems to be solved. The Training School for girls thus conducted in the two high schools for girls has been under the charge of Miss Sarah C. Brooks, a native of Kentucky, who has established a wide reputation as Supervisor in the City of St. Paul, Minnesota, and she is aided by two capable assistants with experience in training teachers in other school systems. Four from our own force assist during part of their time, and we have appointed 13 practice teachers from our own force, each responsible for two classes taught by Training School students. Each of these students is in charge for two or three months under the direction of Miss Brooks and a practice teacher. The practice teachers meet for weekly conference with Miss Brooks. Similar arrangements have been made for the men teachers and for the colored teachers. By thus securing a few experts, we have made it possible for our own teachers to fit themselves for normal school work, a line which has not hitherto received the attention which it demands.

INCREASE OF SALARIES.

The economies which have resulted from the organization of the schools under the group system, together with the plan of graded salaries for beginners, have enabled the Board to adopt a new scale of salaries for vice-principals whereby those in charge of large school buildings receive, in consideration of

the additional responsibility thus imposed upon them, an increase in salary. The Board has also been able to increase the salaries of one hundred of the assistants in the elementary schools to the sum of $600. The teachers who are to receive this additional salary have been selected from those who have been five years in the service and who, upon the unanimous report of the Board of Superintendents, were deemed most entitled, by reason of the efficiency of their work, to the proposed increase. This selection was most carefully made by the Board of Superintendents upon reports furnished them from time to time by the group principals in immediate charge of the teachers selected, and, after careful scrutiny, by the superintendents of the class work of all teachers recommended, numbering altogether more than 150, followed by oral and written examinations, held by the superintendents, on the pedagogical methods and views of the teachers appearing for examination. The Board is satisfied that a much larger number of teachers than those thus selected are so efficient and capable as to justify a like increase in salary, and it is its earnest hope that in the future the provision for salaries made by the Mayor and City Council may be such as to warrant a considerable increase in the number of those entitled to such increased salaries.

ACCELERATING PROGRESS OF CAPABLE PUPILS.

The Board has carefully considered how provision might be made by which pupils of exceptional strength of mind and body might be able to advance through the prescribed course of study with greater rapidity. Accordingly, it has established what are known as Preparatory Classes, in which, beginning with the seventh grade, Latin, French and German are taught, in addition to the regular studies of the seventh and eighth grades, to pupils from grammar schools of the city who are especially recommended on account of excellent record for

scholarship during the first years of the course, and whose parents desire them to attend such preparatory classes. The secondary studies thus pursued below the high school are credited toward the 150 credits there required for graduation, thus shortening the course for high school pupils. By arrangements established more than a year ago, one year may be saved to capable pupils in grades one to six; another year in grades seven to twelve may be saved by the Preparatory Classes, so that a pupil may complete the whole course in ten years instead of twelve. These plans, by which pupils have an opportunity to advance according to individual aptitude and industry, have already resulted in a saving of time to a large number of pupils. For the first time in the history of the schools 104 pupils will be ready to enter three of our high schools by promotion in the middle of the year. These pupils under the former plans would have to wait until September. Mid-year promotion in lower grades will affect thousands of pupils. A circular prepared by the Superintendent was generally distributed through the grammar schools last June, and the number of pupils applying for admission in September to these preparatory classes has been equal to the capacity of the rooms available. Further extension of this plan will be made when necessary. The public school system should, so far as means admit, make provision for the individual needs and characteristics of the pupils.

ZEAL OF THE TEACHERS.

The Board is gratified to note the great professional activity which prevails among the teachers, as shown by their attendance at the lectures established by the Johns Hopkins University, by the establishment of pedagogical libraries in several of the groups, and by the general exhibition of zeal and earnestness in their profession. The results are manifest in the regular school-room work.

Group meetings for teachers, alternating with section meetings, have been regularly carried on, a section comprising three groups. Section meetings have taken the place of the former large meetings known as grade meetings. One meeting is held each month either for the group or the section. Meetings are of the round table character, by which many are benefited, since many participate.

KINDERGARTENS AND MANUAL TRAINING.

Four new kindergartens, in addition to those mentioned in our last report, have been established. One cooking school is in operation and another will be ready by January 10th. Another cooking school will be established at the Colored High and Training School when a teacher can be secured.

The four manual training centers for boys, which were arranged for when the sixth, seventh and eighth grades were eliminated from the Baltimore Polytechnic Institute, are in successful operation, three for white children and one for colored children.

SCHOOL ACCOMMODATION.

The school buildings now in process of erection, and which it is hoped will be completed during the coming six months, will greatly aid the Board in making provision for the pupils who seek admission to our schools. As soon as the urgent need for more room, occasioned by the crowding of pupils in certain districts, is provided for, it will be necessary to take up the question of remodelling or reconstructing some of the old school buildings which are inadequate to the proper instruction of the children, according to modern ideas of proper requirements as to lighting, ventilation and capacity. The Board desires again to express its acknowledgement of the efficient work of the Inspector of Buildings in making the best of existing conditions.

STATISTICS.

The whole number of schools of various grades during the year was 109, under 1,636 teachers, classified in the manner which will appear in the report of the superintendent. (See Superintendent's Report.) In addition to the above, there were 25 supervising principals and 51 special teachers, including the supervisor and 2 assistant supervisors of music, 16 teachers of drawing, 25 teachers of sewing, 8 teachers of physical culture. The Superintendent's statement shows that the whole number of enrolled pupils, as of December 31, 1902, was 73,571. The average attendance was 63,734, and the whole number attending school during the year was 88,997.

The average annual salary of the teachers during the year was $589, and the average per capita cost of educating the pupils in all the schools, based on the enrollment and the total expense, was $20.36.

In the elementary schools the average cost per pupil was $16.70.

In the several high schools it was as follows:

Baltimore City College	$78 00
Eastern High School	56 00
Western High School	39 82
Polytechnic Institute	91 00
Colored High and Training School	83 00

The estimate submitted for the current expenses of the schools for the year 1902 was $1,289,522. The total appropriations made by the City Council amounted to $1,275,522, and the total amounts paid for the current expenses of the schools were as follows:

For office salaries	$ 10,132 06
For office expenses	1,473 34
For day school salaries	1,105,796 09
For day school expenses	110,930 10
For night school salaries	6,960 75
For night school expenses	473 57
For kindergarten supplies	4,668 59
Total	$1,243,434 50

The receipts for current expenses were as follows:

From the City Collector, taxes	$ 963,174 86
From the State Treasurer, taxes	276,461 31
From non-resident pupils	3,798 33
Total	$1,243,434 50

There are 129 houses occupied by the schools, of which one hundred are owned by the city and twenty-nine are rented. The amount paid for rented houses during the year 1902 was $11,294.22.

CHANGES IN THE TEACHING FORCE.

Ninety-seven vacancies have occurred in the teaching force since January, 1902, of which seven were by death, eighty-seven by resignation, and by removal three.

The names of teachers elected to the City College and high schools are as follows:

Baltimore City College, Mr. R. H. Wright, English and History.

Eastern High School, Miss Ida Neuman, Natural History.

Western High School, Miss Emma Bass, Assistant.

Baltimore Polytechnic Institute, Mr. J. Montgomery Gambrill, English and History.

Teachers' Training Department, Western High School, Miss Sarah C. Brooks, Miss Persis Miller, Miss Elizabeth Flemming.

Colored High and Training School, Dr. J. H. N. Waring, Principal; Mr. Dwight O. W. Holmes, Assistant; Miss Anna O. W. Williamson, Assistant, and Miss Lucinda Cook.

Competitive examinations, under the provisions of the law, have been held at regular intervals for teachers in the ordinary teaching force, and those who attained the required standing have been added to the eligible list in the order in which they passed their examinations. The Board has also appointed as emergency substitute teachers a number of those who, in former examinations, have fallen somewhat short of the required standard, with permission to them, at examinations held hereafter, to compete on subjects in which they have hitherto been deficient.

The Board desires to express its sense of the value of the cordial co-operation in its important work which has been shown by yourself and the authorities of the City generally, and it makes renewed acknowledgment of the able, untiring, and faithful services of the Superintendent of Public Instruction and his assistants, and of all of the officers of the Board.

I have the honor to be,

Very respectfully yours,

JOSEPH PACKARD,

President of the Board of School Commissioners.

In Memoriam.

The following named have died during the year:

CLARA V. BATEMAN,
Assistant in School No. 51, died February 4.

ANNIE O. SOLLERS,
Assistant in Western High School, died February 6.

E. E. MCKENNA,
Group Assistant in Group B, died February 23.

WALTER H. WELLSLAGER,
Vice-Principal No. 63, died September 5.

EMMA G. BYRD,
Assistant in School No. 12, died July 8.

EDNA E. GERMAN,
Assistant in School No. 63, died in October.

ELIZABETH LAMON,
Assistant in School No. 61, died December 25.

SECRETARY'S STATEMENT

OF THE

Accounts of the Public Schools for 1902.

The amount of the Board's estimate for the current expenses of the schools was $1,289,522.00 for the following items:

For office salaries	$10,500 00
For office expenses	1,500 00
Day School salaries	1,108,986 00
Day School expenses	116,800 00
Night School salaries	7,010 00
Night School expenses	500 00
Kindergarten supplies	5,000 00
Twenty-five pianos for Kindergartens	5,000 00
Laboratory supplies	3,000 00
Gymnasium	4,000 00
Books	10,000 00
	$1,289,522 00

The above amounts were approved by the Board of Estimates and appropriated by the City Council, except those for books and gymnasium, making the total amount appropriated $1,275,522.00.

The following statements show the amounts expended of the several items named and the amounts unexpended:

For Office Salaries.

Amount appropriated	$10,500 00
Amounted expended	10,132 06
Unexpended balance	$367 94

For Office Expenses.

Amount appropriated	$1,500 00
Amount expended	1,473 34
Unexpended balance	$26 66

For Day School Salaries.

Amount appropriated	$1,108,986 00
Amount expended	1,108,796 09
Unexpended balance	$189 91

For Day School Expenses.

Amount appropriated	$116,800 00
Amount expended	110,939 70
Unexpended balance	$5,860 30

For Night School Salaries.

Amount appropriated	$7,010 00
Amount expended	6,960 75
Unexpended balance	$49 25

For Night School Expenses.

Amount appropriated	$500 00
Amount expended	473 57
Unexpended	26 43

For Manual Training Centers.

Amount appropriated	$2,000 00
Amount expended	1,827 48
Unexpended balance	$172 52

For Kindergarten Supplies.

Amount appropriated, including pianos	$10,000 00
Amount expended	4,668 59
Unexpended balance	$5,331 41

For Equipping Laboratories.

Amount appropriated	$3,000 00
Amount expended	2,858 65
Unexpended balance	$141 35

Furnishing Two New Buildings.

Amount appropriated	$15,226 00
Amount expended	119 20
Unexpended	$15,106 80

Free Text Books.

Amount brought forward from 1901	$5,277 99
Amount from State, August 1, 1902	58,202 96
Total	$63,480 95
Amount expended	61,901 61
Amount carried forward into 1903 account	$1,579 34

The following statement shows the amounts expended under the following heads:

Salaries	$1,125,888 90
Rents	11,294 22
Stationery	24,816 42
Heating apparatus	3,871 84
Furniture	2,867 89
Fuel	34,510 20
Repairs and cleaning	8,028 00
Incidentals	24,877 35

Table A following shows the locations of schools, size of lots, ground rents, size of buildings, date of erection, etc.

Table B shows the locations of rented buildings, amount of rent, etc.

H. M. COWLES, *Secretary.*

TABLE A.

Schools.	Locations.	Size of Lot.	Amount of Ground Rent.	Paid on Account of lots.	Size of Building.	Cost of House.	Erected.
Baltimore City College.	Howard, opposite Centre	208^{6} x 260	$4,600 00	$50,000 00	155^{10} x 221^{8}	$203,639 00	1896
Eastern High	Side lot and rear building	39 x 180	75 00	15,000 00	51 x 58	.....	....
	Aisquith and Orleans	102 x 210	540 90	2,651 50	102 x 56	80,000 00	1868
Western High	McCulloh and Lafayette avenue	238^{7} x 230	.....	70,666 66	86^{5} x 191^{11}	132,000 00	1895
Polytechnic Institute	Courtland, near Saratoga (old)	82 x 90	.....	6,437 75	44 x 90	18,000 00	1868
	" " " (new)	62^{6} x 90	220 00	10,000 00	54 x 90	25,000 00	1890
	" " " (addition)	37^{6} x 90	.....	10,000 00	.....	.....	....
Colored High	Pennsylvania ave. and Dolphin st.	189 x 80(110)	1,147 50	.....	56^{4} x 138	26,000 00	1893
School No. 1	N. E. corner Fayette and Green sts.	97 x 102	204 00	9,000 00	83 x 96^{7}	25,000 00	1880
" 2	Gough and Stiles	75 x 92	250 00	3,500 00	32 x 55	9,000 00	1854
" 3	Eastern and Montford avenues	100 x 150	350 00	.....	52 x 136	24,000 00	1880
" 4	Hanover and Lee	105 x 81	270 00	4,000 00	92 x 92	35,000 00	1896
" 5	Broadway and Ashland avenue	120 x 120	600 00	.....	60 x 113	24,000 00	1876
" 6	Ann street, near Canton avenue	63 x 140	157 50	6,800 00	46 x 100	14,800 00	1878
" 7	Mullikin, near Aisquith	74 x 100	.....	.....	45 x 65	5,000 00	1864
" 8	Caroline, near Lombard	105^{5} x 150	351 34	6,200 00	94^{7} x 59^{7}	18,000 00	1888
" 9	S.W. corner Fayette and Green	77^{6} x 170	1,094 75	.....	62 x 140	27,000 00	1875
" 10	Hollins, near Schroeder	60^{7} x 134	200 00	.....	46 x 70	6,000 00	1855
" 11	Gilmor and Mosher	126^{3} x 156^{1}	757 00	.....	57^{9} x 108	30,000 00	1886
		.....	.....	.....	30 x 105	.....	1889
" 12	Barre and Warner	67 x 120	268 00	.....	55 x 74	16,000 00	1870
" 13	Patterson Park ave. and McElderry	155 x 115	530 00	.....	55 x 105	21,000 00	1890
" 14	Linden avenue and Wilson street	105 x 150	840 00	.....	55 x 117	20,000 00	1882
" 15	Saratoga and Carrollton avenue	100 x 150	700 00	.....	50 x 120	19,000 00	1872
" 16	Harford and Ashland avenues	105 x 158	790 00	.....	56 x 113	19,000 00	1876

School No. 17	Light and Poultney	62[1] x 122	$217 00	$800 00	50 x 72	$10,000 00	1875
" 19	Hollins, near Monroe	140 x 129	700 00		54 x 112	18,000 00	1877
" 20	Eden and Preston	100 x 207	592 00	6,000 00	51 x 167	35,000 00	1868
" 21	Pennsylvania avenue and Robert	80 x 155	384 00		50 x 80	16,000 00	1869
" 22	Ramsay, near Scott	71 x 128[6]	177 50		45 x 95	10,000 00	1855
" 23	Gough and Wolfe	75 x 110	150 00	2,400 00	57[9] x 104	19,000 00	1886
" 24	Fait avenue and Patuxent street	150 x 100		7,500 00	77 x 86	21,000 00	1890
" 25	Caroline, near Canton avenue	129[6] x 110		14,962 50	93 x 90	25,000 00	1892
" 26	Orleans, near Bond	84 x 75	126 00	4,500 00	50 x 65	15,000 00	1874
" 27	Fayette and Chester	92 x 120	274 50		48 x 72	18,000 00	1869
" 28	Battery avenue and Clement street	75 x 82	270 00	1,000 00	46 x 82	15,000 00	1869
" 29	Sharp, near West	114 x 155	570 00		55[9] x 104	21,600 00	1886
" 30	Hollins, near Monroe	150 x 129[6]	750 00		55 x 82	16,000 00	1874
" 31	Schroeder and Pierce	60 x 122	228 00	2,500 00	57[4] x 102	21,000 00	1890
" 32	Guilford avenue and Lanvale	80 x 154		11,800 00	67 x 98	21,000 00	1890
" 33	Light and Clement	100 x 100		10,000 00	67 x 98	21,000 00	1890
" 34	Carey and Columbia avenue	100 x 160	385 00		113 x 58	30,000 00	1896
" 35	Hanover and Winder	132 x 198		6,700 00	48[6] x 114[2]	28,297 00	1895
" 37	Biddle st. and Patterson Park ave.	165 x 150		8,500 00	89 x 61	25,000 00	1896
" 38	Chesapeake and Hudson	80 x 100			32 x 50	5,000 00	1853
" 39	Carrollton and Riggs avenues	97[1] x 157		7,000 00	52[4] x 97[5]	19,000 00	1888
" 42	Broadway and Bank	100 x 141	244 44		101 x 39	30,000 00	1888
	Broadway and Bank, rear building				52 x 87		
" 43	High, near Fayette	80 x 167	900 00		50 x 145	28,800 00	1875
" 44	Sharp, near Montgomery	100 x 155	675 00		56 x 84	18,000 00	1869
" 45	Greenmount avenue and Eager	66 x 150	600 00		55 x 100	17,000 00	1872
" 46	Division, near Lanvale	104[2] x 171[3]	800 00		55 x 120	21,000 00	1877
" 47	Eastern avenue and Patuxent	145 x 300	1,001 00		80 x 143	50,000 00	1898
" 48	Hollins and Monroe	Old lot			55 x 104	21,000 00	1890
" 50	Gorsuch ave. & Tyler st., Homest'd	42 x 90		1,000 00	35 x 50	4,500 00	
" 51	York Road, Waverly	100 x 200		4,000 00	35[6] x 90	14,500 00	
	" " rear building				50 x 33		
" 52	Oak and Fifth, (24th)	60 x 122		4,000 00	50 x 60	10,000 00	
" 53	St. Paul and Twenty-Sixth	100 x 123		10,000 00	100 x 123*	60,000 00	1897

TABLE A—Continued.

Schools.	Locations.	Size of Lot	Amount of Ground Rent.	Paid on Account of lots.	Size of Building.	Cost of House.	Erected.
School No. 54	Huntingdon avenue, near Charles.	100 x 150	.....	$7,000 00	.....	$18,000 00	1890
" 55	Chestnut and Fourth Avenue	176⁸ x 230	.....	5,000 00	55 x 105	21,000 00	1890
" 57	Hampden, Merryman's Lane	127⁵ x 32⁶	$ 50 00	.....	24⁶ x 48	700 00	....
" 58	Woodberry avenue, Woodberry	45 x 130	22 50	.....	37 x 96	10,000 00	....
" 60	Francis and Clifton, new	150 x 150	480 00	.....	64⁴ x 105	25,000 00	1893
	Clifton, on Clifton avenue, old	40 x 150	.....	2,000 00	40 x 90	4,000 00	....
" 61	Linden avenue and Konig	165 x 150	1,155 00	.....	136⁸ x 70⁵	54,000 00	1897
" 63	Ninth and N. West, Walbrook	128 x 194	.....	4,718 66	66⁵ x 106	25,000 00	1894
" 65	Calverton, Bloomingdale Road	75 x 169	.....	1,500 00	60 x 100	15,500 00	1893
" 66	Carroll, Old Frederick Road	60 x 225	360 00	2,000 00	52 x 27	4,500 00	....
" 67	Old Fred'k. Rd. and Fairview ave.	150 x 257	360 00	.....	67 x 92	15,000 00	1892
" 68	Millington avenue and Lehman	80 x 200	290 00	.....	64 x 119	21,000 00	1892
" 70	William and Warren avenue	70 x 140	175 00	.....	44 x 103	13,000 00	1850
" 71	Bond and Jefferson,	70 x 152³	19 00	8,700 00	56 x 116	20,000 00	1884
" 72	Ridgely, near Fremont	124 x 155	620 62	.....	73 x 125	25,000 00	1877
" 73	Aisquith, near Lexington	80 x 180	25 00	17,100 00	44 x 100	17,000 00	1870
" 75	Carrollton avenue and Lexington	49⁶ x 103	.....	10,000 00	49 x 135	20,060 00	1886
	Carrollton avenue near Lexington	100 x 160⁴	400 00	.....	55 x 107	20,000 00	1860
" 76	Hull and Clement, Locust Point	100 x 155³	350 00	.....	56 x 113	18,000 00	1882
" 77	Washington, near Fayette	93 x 190	581 25	.....	52 x 119	20,000 00	1871
" 78	Harlem avenue and Monroe	85 x 249⁶	830 68	.....	56⁴ x 143⁶	30,500 00	1893
" 79	Park avenue and Hoffman	120 x 150	1,020 00	.....	100 x 147	35,000 00	1892
" 80	Eden and Federal	180⁶ x 100	.....	8,000 00	60 x 124	33,000 00	1890
" 81	Gilmor and Presstman	102⁵ x 155	620 00	.....	55 x 121	32,000 00	1876
" 82	Mulberry, near Fremont	87⁸ x 134	350 67	.....	54 x 85	15,000 00	1868

School No. 91	Argyle avenue, near Lanvale	80 x 140	$315 00	.....	45 x 68	$13,000 00	1858
" 92	Charles and Ostend	74^{6} x 219_{2}	372 50	.....	56 x 150	28,000 00	1882
" 93	Baltimore, near Aisquith	120 x 170	1,300 00	$5,000 00	54 x 118	28,000 00	1879
" 94	Chase and McDonogh	80 x 223	501 75	.....	56 x 183^{3}	30,500 00	1882
" 95	Lexington, near Fremont	81 x 220^{6}	.....	15,000 00	60 x 124	25,000 00	1890
" 96	Ramsay and Smallwood	178^{7} x 165^{9}	.....	4,000 00	53 x 135	36,885 00	1895
" 99	North avenue and Washington	80 x 150	.....	5,000 00	66 x 120	25,000 00	1891
" 100	Saratoga, near Charles	66 x 193	600 00	16,000 00	52^{2} x 126^{3}	25,000 00	1888
" 101	Jefferson, near Caroline	83^{6} x 80	200 00	1,350 00	32 x 80	5,000 00	1855
" 102	Howard and Montgomery	50 x 104	120 00	8,000 00	40 x 64	6,000 00	1872
" 105	Rogers avenue, near Lexington	75 x 105	25 00	5,125 00	49 x 80	13,000 00	1874
" 106	Hill, near Sharp	99 x 90(155)	192 00	11,300 00	76^{9} x 133^{11}	27,000 00	1893
" 107	Biddle, near Pennsylvania avenue	70 x 150	70 00	5,000 00	40 x 92	10,000 00	1870
" 108	Caroline, near Bank	76 x 90	70 00	4,800 00	45 x 65	8,000 00	1867
" 109	Barre, near Eutaw	65 x 112	300 00	.....	40 x 80	10,000 00	1854
" 110	Waesche, near Fremont	143^{9} x 129	480 00	.....	59 x 120	22,000 00	1877
" 111	Bond and Ashland avenue	80 x 80	130 00	.....	40 x 54	7,000 00	1864
" 112	Carey and Chappell	135^{9} x 142	630 00	.....	109 x 65	40,408 70	1897
" 113	Girard avenue and Sherman Place	120 x 124	.....	7,200 00	68_{5} x 77^{4}	23,968 00	1895
" 114	Fremont, near Lombard	74 x 150	.....	1,200 00	44 x 65	8,000 00	1843
" 115	Merryman's lane, Waverly	87 x 240	.....	1,000 00	71 x 24	1,000 00	....
" 116	Druid Hill avenue, near Biddle	75 x 100	150 00	.....	44 x 100	12,000 00	1841
Lot	Summit and Monroe	72^{4} x 245	.....	9,500 00	.....	.....	....
Lot	Ashland avenue and Chester	133 x 200	959 75	.....	.....	.....	...
Lot	Pennsylvania avenue, near Biddle	92^{2} x 200	.....	26,500 00	.....	.....	....
Lot No. 62	Walbrook avenue and Smallwood	150 x 210	.....	5,043 75	.....	.....	....
Lot No. 74	Cromwell and Twenty-second	$173^{11\frac{1}{2}}$ x —	.....	7,030 25	.....	.....	....
Lot No. 83	Lakewood avenue and Orleans sts	145 x 200	.....	9,187 41	.....	.....	....
Lot No. 84	Johnson and Heath	148^{3} x 157^{10}	.....	10,007 00	.....	.....	....

Total value of school buildings	**$2,379,657 00**
Amount paid on account of lots	**420,705 48**
Total of buildings and sites	**$2,800,362 48**

TABLE B.

Showing locations of rented buildings, by what schools occupied, amounts of yearly rentals, as of Dec. 31st, 1902.

No.		
10	1724 Frederick avenue	$600
10 Branch	833 Hollins street	600
36	2223 East Baltimore street	900
43 Branch	124–126 North High street	*200
49	808 North Calvert street	540
50 Branch	Southeast corner Washington and Harrison streets	156
51 Branch	Gilmor lane, near York road	480
55 Branch	Third and Carroll streets, Woodberry	500
56	Hickory avenue, near Thirty-seventh street	600
59	Park Heights avenue	360
62	North avenue and Payson street	240
62 Branch	Walbrook avenue and Payson street	300
64	North Walbrook	360
80 Branch	Harford avenue and Federal street	375
90	1846 North Gay street	1,000
93 E. Branch	Baltimore street, near Aisquith	960
97	117 and 119 Jackson Place	670—550
97 Branch	1741 East Baltimore street	850
98	Lombard and Catharine streets	600
103	Stricker and Mulberry streets	360
103 Branch	Edmondson avenue and Bloomingdale road	300
111 Branch	Madison and Bond streets	420
114	1611 West Saratoga street	240
114 Branch	Mt. Olivet lane	60
115 Branch	Barclay street, near Merryman's lane	120
118	Gold and Calhoun streets	450
M. T. C., No. 1	Hopkins avenue and Federal street	240

*200 and taxes and water rent.

REPORT

—— OF THE ——

Superintendent of Public Instruction.

BALTIMORE, January 1, 1903.

To the Board of School Commissioners:

GENTLEMEN:—I have the honor to submit the annual report of the condition of the public schools of Baltimore for 1902.

My last annual report, among other topics, dealt with the re-organization of the school system, the course of study and the spirit and aim of the work. Speaking of prominent characteristics, the year 1901 was a year of organization and adjustment; the year 1902, a year of marked professional advance. Sufficient time has now elapsed to make it possible to speak of some of the results. In doing so, I shall include paragraphs selected from reports of principals, so as to give these results in a definite and concrete way.

CLASSIFICATION OF PUPILS.

By grouping children in classes according to working power, many classes have advanced much more rapidly in the course than would have been possible under the plan formerly in use. Other classes have advanced more slowly. This also has been an advantage. The former plan was based upon the the needs and ability of the "average child," and promotions were made only at the end of the year. Before promotion time came, capable pupils suffered from

the harmful effects of work that required too little effort, and those with less fortunate endowment in health or mental power failed to accomplish results entitling them to promotion. Promotion should signify regular and daily advance through the course. It is graphically represented rather by an inclined plane than by a series of levels each representing a grade. There are, however, merely for our convenience in speaking of various portions of the curriculum, certain fixed points in this inclined plane. When a class or a pupil passes one of these fixed points, we say that class or that pupil has advanced into the next grade. In former reports it has been pointed out that in the lower grades, where there are large numbers of children, practice approaches very near to theory; but that in upper grades, where there are fewer pupils, there must necessarily be some waiting at fixed points, or, what is better, supplementary work all along for the more independent and capable pupils, so that a reasonable number may always arrive at a fixed point at the same time.

The following is typical of conditions in many of the groups of schools.

A principal writes:

"In two schools we have a class in each grade, except the eighth that will soon be able to take up the work of the next grade above. The first of these to be advanced is a sixth grade class. This class will take up the seventh grade work January 5th. The others will take up the work of the next grade by the last of February. In addition to this we have advanced a few children individually to higher grades. In two other schools we could not group the children to the same advantage because of fewer classes in each grade, but where capable pupils are found they are advanced."

From others I quote:

"Every pupil at his best. For the realization of this these things have been largely relied upon: grouping according to ability; arranging the work so that every pupil may have privilege of going ahead with the

work in hand as fast as he can intelligently do so; encouraging the pupils to do various kinds of constructive work under the general direction of the teacher."

"The teachers are striving as much as possible to abandon mass-teaching. They devote their energies more to teaching the individual, and to group teaching, and to adjusting themselves and their pupils to flexibility of method, of curriculum, of promotion."

"Flexible class management is gradually being introduced in all the schools of this group. Those who have tried the plan are greatly pleased with the results. I find in these classes a spirit of self-reliance and independence not found in others."

Just what is meant by "flexible class management" can best be set forth by quoting an especially good description written by a teacher who is using the method with success. It forms a part of a thesis submitted in meeting recent requirements for promotion to the $600 salary:

"Realizing that the best plans supervisor and teacher can make will not, without the pupil's co-operation, bear fruit, we have addressed our instruction to securing a sense of individual responsibility in the pupil. How we are seeking to bring this about, with many incidental advantages, which either compose or cluster about it, can best be illustrated by the description of a lesson or two in progress.

"Suppose algebraic multiplication is being presented. Some understand the first explanation; they are allowed to withdraw and work independently upon the lesson, thus developing self-reliance and saving time. Then the explanation is repeated, or new light thrown upon the subject for the remaining pupils. Unembarrassed by their brighter fellows, and seeing that you are anxious to help them out, they reveal their exact difficulty. A few laggards may need another repetition. Presently all are at work, and very contentedly too, for a sense of 'this work is all mine,' has, all unseen, entered each child. The basis of divisions has been the child's point of need; largely self-determined. The relative size and component elements of these groups is diversified with each day's work. The last pupils, thrown upon their own resources, accomplish less work, but it is correct and understood, so they are on as good a footing as their fellows for the next step. Indeed, all unsolicited, they frequently complete at home the maximum requirement, bringing it in with much elation. Those who started first gener-

ally finish and still have time at their disposal. The uses they make of it will be outlined, after a few remarks upon the oral recitation have been made.

"Here those, who show thorough preparation by bright eyes and prompt response, are allowed to drop out of the lesson. Past reputation may determine the individual. A nod may excuse him, or at other times he may be allowed to judge his own proficiency. Every teacher who has compassed sea and land to obtain sufficient interesting material to hold every wandering eye, and then had the discouraging sense at the recitation's close that the incidental has made the main impression on the slow child, will welcome this scheme. For now she can put the very pupils to whom these items of interest are mainly due in a position to obtain them by research. Then, brought into closer contact with those who need her most, she can employ the hour largely in the emphasis and development of essentials, thus again taking steps in having the class preserve even ranks. Moreover, the mental activities of the slow pupil can be stimulated by more frequent questions, for you never know what a disproportionate number of answers are made by the bright pupils until you keep them out of a recitation. It may be that the former can be induced to formulate questions which will enable you to dissipate some of his difficulties.

"Several uses may be made of time gained from class work by pupils. It may furnish opportunity to even up a subject in which they are not proficient. Occasionally a child may show that he is gaining, so that we allow him to work ahead and obtain extra promotion. Much time for study in school may thus be obtained, or all work up some favorite task. Constructive work is much sought, as are some forms of reading. I once read of a school where such time was spent in producing and printing a class periodical.

"The teacher, who objects that the supervision of extra tasks multiplies her cares, is right, at first. But, remember that as she allows these pupils to judge what they had best do next, the senses of need desire and responsibility begin to develop. They are kept, by their own volition, employed, and what so prevents disorder as occupation? Then, the teacher's first gain is in order, but ere long, a second, of wide and sure progress, will follow. As far as judging what to do next is concerned, it is not always the child's undisputed prerogative. Sometimes it is the teacher's duty to show him that he has erred. Life is a series of judgments, and I believe a little drill in the school rooms helps the formation of judgment as much as any study for which is claimed that value."

Flexible class management as above described can not reasonably be expected of the training school student, nor of the teacher of little experience. It represents the highest level of the teaching art and it must be approached gradually. Even the experienced teacher will find it well, in adopting the plan, to limit its application to one study at first, lest in the multiplicity of new details discouragement ensue. Though easier than any other plan when mastered, it will seem difficult at first.

For the first few years every teacher must resort to plans and methods that are more rigid and mechanical. In the practice classes taught by students from the training schools we must be content with two or three somewhat permanent divisions in each class, instead of the more ideal scheme of ever changing groups. Instead of a schedule changed daily, if the teacher thinks best, we must have the fixed schedule, with definite time limits, till economy of time is learned. Even among experienced teachers the time sense is too often lacking. When this is the case we find serious waste.

The plan of study and recitation here advocated, if systematically followed, can not fail to develop self-reliance and resourcefulness both on the part of teacher and pupil.

The best work done in our schools is that which recognizes the educational value of responsibility and initiative on the part of the pupil, not only in matters of study, but also in deportment. The following quotations from reports of principals will further show the trend of thought and practice in our schools:

"Our battle with form for form's sake, itself not to be despised, objectionable only when higher motives are set aside for its accomplishment, continues. It is gratifying to add that we are making progress."

"An innovation has been made in allowing classes of the 6th, 7th and 8th grades to move at recess and dismissal without surveillance of the teachers. The experiment has proven so satisfactory that the plan will be tried in other grades."

"I am trying to improve the present conditions in the schools with regard to movements about the buildings, liberties allowed during recess periods, etc."

"In all the schools of the group the disposition is to get away from the military and machine idea of school government. Instead of doing police duty, the teachers move among the pupils as kind and sympathetic friends. They direct the plays and engage in the games, encouraging the children to regulate their own movements in an orderly and dignified manner on the play-ground and about the building."

As an illustration of a definite method employed by some principals in aiding teachers who need assistance I select the following. It recognizes the individuality of the teacher and the fact that the most effective assistance is rendered to teachers through suggestion rather than by dictation; and the further fact that the principal is assisted in his work by the suggestions of the teacher. The most helpful relations are co-operative:

"In order to remove uncertainty as to what is to be expected, the first consideration has been to afford an ample opportunity not only to hear but to understand the criteria for judging good work, the altered (in this city) educational ends, and the basic principles underlying methods commended. The second, to induce the teacher to critically study her own method. And third, by proper suggestion, to create an intelligent effort to acquire a better one, if a change seems profitable. Consequently, little planning has been done for the teacher, but much to lead her to take the initiative along certain lines approved.

"The first item is met by having a constant supply of references at hand to be passed on the instant to the interested teacher. Also, by a systematic presentation and discussion of various pertinent topics at group, faculty and grade meetings.

"The second is attained in a measure at a private interview—unrequested as often as requested—during which the teacher's customary procedure in class room is considered, suggestions offered and criticism made. This conversation furnishes data as to native bent as well as appreciation of any new plan which may be under way.

"Information of such a nature is essential for determining the proper point of attack, either to bring about the discarding of the hurtful, or to introduce the new. Consequently, while the educational end is always the same, the means to secure teaching that meets the end are variable.

"Effort to improve is aroused largely by a standing invitation to state any experience which is deemed valuable, so that the principal may be assisted in his work. To date this has been sufficient motive in all hopeful cases, and nothing has been made mandatory. This fact is clearly impressed upon each teacher; consequently a change for the better is usually a willing one and is likely to be permanent."

As a typical illustration of the spirit that is quite generally believed to be the ideal, and which is approached in practice by the best teachers, the following will serve:

We have but one subject—the pupil—and to study him so as to do our best by him is a life work compared with which subject teaching in geography, arithmetic or manual training is but the whim of the moment. Our children need personal study, advice and often comfort. To give these a teacher needs more tact, sympathy and common sense than to present any subject in most approved fashion. Nor do I find that our methods of presentation suffer from this view. With us the ethical condition, the relation of teacher to pupil and parent, comes first; the methods of teaching afterward."

THE FREEDOM OF THE TEACHER.

This is not something granted by Board and supervising officers; it is a state arrived at through reflection and experience; it is something gained by conquering obstacles. A teacher is not free until released from self-distrust and from a helpless reliance upon authority. We have to be forced to be free. A teacher is not free till he is willing to square his daily practice by a body of sound educational doctrine of which he has become the master.

Every principal who has himself arrived at freedom knows how to give assistance in such a way as not to dwarf and cripple the teachers associated with him. Such a principal will readily accept the following from the pen of the late Dr. Maltbie Babcock: "Suggestion is generally better than Definition. There is a seeming dogmatism about Definition that is often repellent, while Suggestion, on the contrary, disarms suspicion and summons to co-operation and experiment. Definition provokes discussion; Suggestion provokes to love and good works. Defining is limiting; Suggestion is enlarging. Defining calls a halt; Suggestion calls for an

advance. Defining involves the peril of contentment: 'I am here, I rest.' 'Thus far' says Definition, and draws a map. 'Westward,' cries Suggestion, and builds a boat."

The principal is the key to the situation. While a principal can not confer freedom upon those who are not ready for it, he can do much to make them ready, to "force them to be free." On the other hand, a principal of narrow dictatorial spirit, one who has not himself arrived at freedom, has equal power to check growth in his associates. In this city, fortunately, we know little of that narrow and petty proscription that makes school work so hopelessly uniform and monotonous; yet we are in the clutches of some strong traditions that have an equally baleful effect, and the principal must be a positive force in his group of schools, or tradition will exert a greater influence than he. His first duty is to stimulate thought. School officials are generally anxious to give just as much freedom as can be borne by the teacher; freedom involves responsibility; the ability to exercise this responsibility comes through a more or less prolonged experience under guidance and suggestion; when a teacher has become, through self-reliant and self-active experience, resourceful and thoroughly efficient, it is readily recognized by all thinking people that the interests of the children under her care are safest when she is least restricted. Such a teacher may always be her own schedule maker, may set her own time limits, may decide for herself which subjects need most emphasis at a given time. For such a teacher there are no requirements except those which her insight, her sense of duty, and her sense of the high privilege which she exercises as a friend and helper to the children impose upon her. It must always be remembered that beginners and inexperienced teachers need more or less guidance, and that the principal who withholds guidance, or even restriction upon occasion, has a limited idea of true freedom, and the pathway over which it is approached. The schools should receive the full benefit of the best thought of every

member of the teaching force. He is the best principal who knows best how to utilize the forces of those about him. The thought of all is better than the thought of one. The fact that it is possible for the principal to learn something from the humblest teacher is altogether to his credit. To be most helpful to others he must have lived long enough to know how to be helped.

Whatever of the above is true of the principal is equally true of the superintendent. Superintendent and principal are chiefly useful in holding up ideals and in securing to teachers and pupils conditions favorable for effective work in the direction of those ideals.

Unity of aim is essential. Variety in execution is desirable. It has been pointed out that responsibility and initiative are essential to a child's proper development; this is no less true of the teacher himself. When supervision is of a character to safeguard these essentials, freedom of the teacher ultimately depends upon the teacher himself.

THE TRAINING OF TEACHERS.

As at present organized, the training schools bid fair to give us an adequate supply of well equipped teachers. With nineteen in training at the City College, fifty-four at the Colored High School, and one hundred and sixty-five at the Eastern and Western High Schools, it is safe to say that all demands can be met.

The coming of Miss Sarah C. Brooks means much educationally to this city. She has earned a national reputation in elementary school work, and she brings to us a ripe experience in all matters relating to the teaching art. Her grasp of the work was quickly recognized by students and coworkers alike, and her assistance readily accepted.

She is generous to a fault of her time and strength. One Saturday two primary teachers asked for a conference, then asked to be allowed to come again and bring a few friends; one hundred came—then one hundred and fifty—then three

hundred and more. They keep on coming. Miss Brooks has the gift of simple clearness and rare common sense. Besides, she knows whereof she speaks. It seldom happens that a stranger is so fully accepted in so short a time.

PREPARATORY CLASSES.

The difficulty of meeting individual needs in the upper grammar grades has been referred to; also, the plan of flexible class management, which serves as a remedy. The plan reported in June last providing for "preparatory classes," in which extra studies are taken, affords another remedy. This plan appeals to parents who desire their children to begin the study of Latin and German or French earlier than would otherwise be possible, except upon payment of the tuition rates charged by private schools. It was believed that opportunities for this should be opened to all capable pupils, if the demand were at all general on the part of patrons of the public schools. Classes of this sort have for several years been a part of the regular school system of Worcester, Massachusetts, and they are very popular. In Chicago, Illinois, in Brookline, Massachusetts, and in a number of other cities, one or more foreign languages may be begun below the high school. On the eleventh of June the following report of the Committee on Rules was approved:

"To make our schools more useful to all classes of our people we recommend that a grammar school, in an accessible part of the city, be designated, in which, beginning with the seventh grade, Latin, French and German may be taught, in addition to the regular studies of the seventh and eighth grades, to pupils from that and other grammar schools of the city who are especially recommended on account of their exceptional record of scholarship through the first six years of the course, and whose parents desire them to attend such central preparatory school. Preparatory classes to be managed as regular classes of such grammar schools, except that high school hours shall be observed, on account of distance from homes, and that departmental teaching shall be instituted. The teachers shall be selected on account of their general teaching ability and on account of special ability in the subject or subjects which they are assigned to teach.

"Secondary studies thus pursued below the high school should be credited toward the 150 credits required for high school graduation, thus shortening the high school course for such pupils. One year may be saved to capable pupils in grades 1 to 6 by present arrangements. Another year in grades 7 to 12 may be saved by the proposed Preparatory Grammar School Scheme."

Rooms suitable for this purpose were found in School No. 1, Fayette and Greene streets, and in September five classes were organized. The opportunity was accepted by 173 pupils, or 80 per cent. of all who were recommended as capable of taking the extra work. In each case the parent signed a statement that he believed his child to be able to carry the extra work without suffering physical or mental harm.

That they are interested and happy in their work is shown not only by their cheerful appearance in the class-rooms, but by their high average attendance—94.3 per cent.

The average for the city as a whole is 84 per cent. The usual average in seventh and eighth grades is from 85 to 90 per cent. When it is remembered that the children in the preparatory classes, with few exceptions, come from distant homes, their record of attendance must be regarded as phenomenal.

These children are hard workers, but they are carrying the work without undue effort. We are apt to underestimate what a healthy child is able to do under skillful teaching when the end in view appears to him desirable. By your permission, the following statement has been furnished to parents of all pupils now in the sixth year of the elementary schools:

"On completion of the sixth-grade work, children who have maintained a high scholarship record will, if their parents desire it, have an opportunity to begin the study of Latin and French or German in the seventh grade. On completion of the seventh and eighth grade work credits are allowed for these extra studies, which count toward the high school diploma. Capable pupils may, by this means, save considerable time. There is this further advantage. They begin their classical studies at an age when the elements of these studies are most easily mastered.

"Children taking up this extra work are for convenience grouped in special classes known as preparatory classes. Five school rooms in a

central location are now occupied by such classes. Should they be required, rooms in other parts of the city will be devoted to this purpose.

"Recommendations to the preparatory classes are made in June. You will know by that time whether your son or daughter has carried the sixth grade work with sufficient ease to make it safe to undertake heavier work next year. Some reduction is made in the regular course, particularly in English grammar, but the work is heavy, and no one should undertake it whose health and scholarship are at all doubtful.

TEACHERS' MEETINGS.

For some years the elementary school teachers of the city have been accustomed to meet on the first Friday afternoon of every school month in grade meetings, the schools being closed at noon on grade meeting days. In some of the meetings there were three or four hundred teachers. Such meetings have been of value in stimulating professional spirit and bringing about definiteness and unity of aim. Comparatively few teachers, however, have the courage to express themselves freely in large meetings, and these few usually prefer to commit to writing what they have to say. The few speak or prepare and read papers, and the many never take any part except as passive listeners. While recognizing the valuable service which the grade meetings have rendered, the supervising officers believe that, for a time, smaller meetings in which many take an active part are better. Small meetings can be conducted on the round table plan. They render written papers unnecessary, if not out of place, and encourage free discussion. Ideals can be definitely and distinctly set forth on the home ground, where pupils and illustrative material are at hand for class demonstration.

It is evident also that the superintendent and other supervising officers can be helpful in securing for the teachers conditions favorable to the most satisfactory results only to the extent that they know intimately the problems with which the teachers are struggling. To this end their frequent attendance at grade meetings is essential. Coming, as these meetings have in the past, all on the same day and

in distant parts of the city, this has been rendered impossible. Shortly before the summer vacation, for the reasons enumerated, the following arrangement was announced:

"The groups of schools will be combined for a series of grade meetings into sections of three groups each, as follows:

"Section 1—	Groups	A, B and L.	October,	December,	February.
" 2—	"	C, M and N.	"	"	"
" 3—	"	D, E and G.	"	"	"
" 4—	"	I, J and F.	"	"	"
" 5—	"	X, R and S.	November,	January,	March.
" 6—	"	Q, P and O.	"	"	"
" 7—	"	U, V and W.	"	"	"
" 8—	"	T, H and K.	"	"	"

"Sections 1 and 5 will meet on the first Friday of each month designated; sections 2 and 6 on the second Friday; sections 3 and 7 on the third Friday, and sections 4 and 8 on the fourth Friday.

"The groups will be responsible in succession for the plan and management of the meetings in the order in which the group letters appear in the above list; and some building within the group responsible for a given meeting will be designated by the principal as the meeting place for that month."

Sections 1, 2, 3 and 4 have held two meetings each. Sections 5, 6, 7 and 8 have held one meeting each. In addition to these tri-group meetings, known as "section meetings," there is held in each group, on some Friday in the month when no section meeting occurs, a meeting of the teachers of the single group, known as the "group meeting." In the section meetings the teachers meet by grades. There are never more belonging to a given grade than can be comfortably seated in a school room of ordinary size.

The following paragraphs from reports will show more definitely the scope and value of these two kinds of meetings:

"They are experience meetings in the true sense of the word, and there is an entire abatement of embarrassment, every teacher freely taking part in the topic of the hour."

"Some of the teachers had never spoken on the floor of any meeting. These also made an effort, and in general did well. It was a good lesson in gaining confidence in self, which so many of our profession lack.

Let this be added, that not a single teacher of the group was required to take an active part."

"These meetings stimulate research, thought, study, and cultivate what many of us need—self-reliance and confidence."

"While the designated group took charge of the meeting all three groups participated, thus avoiding comparisons and rivalries that might occur when one group entertained and the other two 'looked on.'"

"The responsibility of conducting a section meeting has firmly knit the teachers of each grade into a compact offensive and defensive group, and has inspired them to stand for their ideals, thus clearly defining and firmly entrenching some one thing each time. In this group the responsibility of directing is taken in turn and each is assigned a sub-topic. Therefore, all have a part."

"After the first effort confidence is assured, and the teacher no longer fears to express opinions. These grade meetings ought to be informal and conducted along the lines of the round table. They should partake of the nature of a family gathering, where each teacher might feel free to express himself without fear of criticism."

"To convince teachers without one word of argument that there are good things away from home, nothing has been a more powerful factor than the tri-group meetings in which questions of vital importance and great interest from many a view point are informally discussed. I find that the greater lack of formality at these meetings the more eager teachers are to join in the debate, and thus to give and to receive. By making use of the first-grade teachers I can furthermore allow teachers of certain grades to visit other sectional meetings, and thus gather information and new points of interest that may be very helpful in their classroom work. I am endeavoring to encourage some of my teachers to make the giving of model lessons before small classes a part of the program of our sectional meetings. I thoroughly believe in learning to do by doing. It is much harder to make the proofs of a theory plain to doubters than it is to arrive at the theory in one's mind. A model lesson will convince twice as fast as the finest verbal exposition of the methods involved in the lesson."

It must be evident to one who has read the above paragraphs that the time allowed by the Board for these meetings is well spent. It must also be evident that the principal

upon whom the responsibility for a section meeting and a series of group meetings rests must necessarily become a more capable executive through such experiences. Each year it will be possible and probably best to make new combinations of groups for section meetings, thus bringing teachers in contact with varying conditions throughout the city.

Besides the regular group and section meetings there are reading circles and voluntary conferences carried on in a number of the groups after school hours. The following paragraphs will give an idea of their scope and value:

"We have organized a reading circle among the teachers of the group for the purpose of taking up educational subjects. About 45 of the 61 teachers have signified their intention of taking part in this work, and have purchased the necessary books."

"With the beginning of the new year voluntary meetings of teachers for the study of the literature of the science of education, especially as to principles and methods, will be held regularly for each faculty. This has been brought about by the requests of a number of teachers, and the desire for more knowledge along professional lines. There can be no doubt that the recent promotion and recognition of one hundred teachers has quickened this movement, and that the broad professional character of the topics suggested for theses has given it direction. It is intended that these faculty meetings shall be purely voluntary, and, in order that the teachers may feel that such is the case, I propose to state that they will be notified and requested to attend whenever necessary school business requires their presence, and further, that I shall not permit the non-attendance of teachers to operate against them prejudicially."

"We have organized reading clubs at four of the five schools of the group, two schools forming a union club, because both schools contain all grammar grades; and if I make the benefit to myself a criterion, these organizations have begun to do a great work towards co-operation and correlation in class room teaching. General principles are discussed and much good accomplished in placing clearly before teachers exactly what relation their grade work bears to that which is chronologically before it. I think that all teachers will work the more intelligently in a school in proportion to the thoroughness of their in-

formation about the work of their associates in the faculty, and they will be the better units in a great school system in proportion to their knowledge of what the system aims to do and of what parts other teachers and themselves are taking. I would have a teacher familiar not only with the requirements of her own grade in the 'Outline of Studies,' but also with those of all other grades in the system.

"We have assigned different days of meeting for all the reading clubs of the group, and we are extending invitations throughout the group for teachers of each school to attend the meetings at each other school. I hope to give special attention to these meetings and to make them in every way useful agencies for the advancement of the cause of education."

MANUAL TRAINING.

When the sixth, seventh and eighth grades were dropped from the Polytechnic Institute it was understood that manual training of an elementary character would be provided in centers in various parts of the city. Work is carried on at four such centers, three for white boys of the seventh and eighth grades, and one for colored boys. By means of these four centers about two-thirds of the boys in seventh and eighth grades in the city are provided for. They attend for one and one-half hours each week.

The boys who attend these centers follow a definite course in wood working. Some departure from the course is allowed, and even encouraged, as soon as a boy has a well defined plan to propose. Many useful articles for the home or the school room have been produced in this way. Manual training, above all other kinds of school occupation, affords opportunity when rightly carried on, for invention, for making plans and executing them, for developing self-reliance and persistence. Teachers of this subject, like all other teachers, have to be continually on their guard against the tendency to let their work fall into a mere mechanical routine. My observation is that our manual training teachers are succeeding well in holding the interest of their classes.

It is gratifying to note the extent to which constructive work is being carried on in the grades below the seventh. It will be observed by one who reads the paragraphs upon this subject which I shall quote from reports, that unity of aim prevails along with variety of plan and method. Instruction is given by the regular teacher and is purely a voluntary matter. No teacher is required to carry on this kind of work, yet so great is the interest that many teachers have undertaken it and have even furnished materials at their own expense. Principals write as follows:

"I am hoping that in some way the zealous teachers may be supplied with the material necessary to enable them to carry on a proper amount of constructive work, without buying it out of their own small salaries. The children must have the opportunity to give expression to what has been taught them—'to learn by doing'."

"A class for basket weaving for teachers of the group meets on Tuesdays, and one for chair caning for pupils on Saturdays. Both classes are well attended and the results are satisfactory."

"Until this year all the work generally classed under the head of manual training was done after school hours. This year, however, while the girls are in charge of the sewing teacher, the boys of the fourth grade do some work in card board; those of the fifth, in clay; and those of the sixth, in Venetian iron."

"In constructive work, reed and raffia seem to give the best results. Basket making has been introduced down to the fifth grade, and weaving and platting with raffia alone in the lower grades. The educational value of this work is in the interest and enthusiasm it arouses, and in the originality it arouses in the pupil. It furnishes an inexhaustible fund for home work which not only stimulates the pupil and keeps him from mischief, but it may bring the family into sympathy with the school. It is unfortunate that the schools cannot be supplied with more of this material."

"For the past year, I have been specially interested in a phase of school work which brings the home and the school into closer harmony. This school work (*i. e.* card-board work including decoration) is specially valuable and attractive in times of leisure. It aims to counteract the tendencies to improper pleasures, to keep children from the streets and at home."

"I think that we are making some headway in separating our classes into divisions engaged in different lines of work, thus trying to put each child's time to the very best use for his personal welfare. We are using constructive exercises as busy work and as incentives to encourage more conscientious voluntary application and to obtain greater speed, accuracy and neatness in other tasks. Our aim is to let this kind of doing not detract from the thoroughness of teaching the essentials of the curriculum, but rather to have the interest aroused by it transferred to the heavier subjects which thus, by the increased amount of interest, will be more thoroughly understood and hence more thoroughly taught. As long as constructive work of any kind is made use of in this way, good will flow from it. If it be allowed to encroach upon the time which should be devoted to the required subjects of the curriculum, it will prove detrimental. I should not like to see a regular course in this kind of work laid down to be followed as part of the curriculum. Last Tuesday, a week ago, despite a pouring rain and the one session given, thirty-five teachers out of fifty-one reported in the main building to get the benefit of a lesson in basketry at 3.30 p. m."

"In its practical application in our group we hold two views of manual training: (1) as an additional study in our course, (2) as an especial means for reaching individuals to whom the other studies do not strongly appeal. This second aspect we restrict generally to grades below the fourth, and I may say it has been found that in primary grades manual work often opens to pupils for the first time a consciousness of power to do. There is no 'soft pedagogy' in using such work to excite dull minds. It is far better than the harsh measures which would generally be resorted to. It is above all the best method adapted for those pupils who seem candidates for the reformatory, or school for defectives. As there are not many of such pupils, we have not had to appeal to this feature of the work in grammar grades. Indeed we have been able to follow the almost directly opposite course: to allow no one to do the manual work who has not done his other tasks. I do not deny that this course exposes us to the criticism of making the work a reward for other work, or of ascribing to it only secondary importance."

From a group that has no access to a manual training center:

"The boys in the eighth grade have regular instruction one hour a week while the girls sew. The boys select their own tasks, but are expected to persist when they once elect. They have made globes, models of earth forms, electrical instruments, models of famous local buildings, figures in clay and plaster, carvings in wood and such carpentry work as teachers often demand. These boys with the vice-rincipal and myself have worked afternoons, at night, on Saturdays nd on holidays. Some teachers object to this, and it would not be a good thing for the practice to become widespread on account of the personal expense entailed. Bnt the work undertaken was difficult and the boys engaged are all of the higher grades. And then it is our motto that more people die from over-sleep than from over-work."

A manual training center is not considered complete unless in addition to a wood-working shop for boys it contains a room properly equipped for the teaching of household arts to girls. One such center is in operation at Hopkins avenue and Federal street. In it 204 girls of the 8th grades of Groups E, F, I, H, and J receive weekly instruction. The second cooking center will open January 10th. It will provide for 325 girls of twelve different schools.

THE SCHOOL ATTENDANCE LAW.

When the school attendance law goes into operation in January, some special provision will need to be made for the instruction of pupils who have been so irregular in attendance as to be too old for the grades in which their attainments would place them, and for boys who are unmanageable in the regular schools. A school for such pupils should deviate from the regular course of study. Much stress should be put upon reading, writing, spelling, arithmetic and manual training, and upon morals and manners. Much reliance may well be placed upon manual training, especially at first, until through it a broader interest is aroused. With your permission, as occasion requires, I shall select

from the force teachers who have shown aptitude for dealing with this class of pupils, and assign to them for limited periods pupils brought in by the attendance officers who, for various reasons, cannot work to advantage in other classes. The following account of an ungraded class organized in one of the groups is suggestive:

"An ungraded class was formed at one school during the month of November by taking the oldest and most troublesome pupils from the first and second grades. This class was placed in charge of a teacher who is especially adapted to the work and who is determined to make the work a success. There is no mass teaching in this class, but all the work is done with the individual and in groups. The discipline is unusually satisfactory, and the work has shown that slow, dull and troublesome children are so, largely as the result of class environment. Elements that could give trouble to a weak and unskilled teacher are transferred to a skillful teacher, and in that way the general tone of the school is benefited. My reason for believing that this plan might have better results in the primary school than in the grammar school was that the children were too young to feel the difference in their relation to the school, and too immature and undeveloped to know the significance of the separation. Truants have been removed from the first and second grades to this class where the teacher has the time to investigate the absence of each pupil. As a result, truancy has been abolished and the general discipline of the school has improved. I feel that there should be an ungraded class in each primary school, but this has been impossible on account of the lack of space."

Ungraded classes have been provided for in many school systems, but it is usual to wait until a boy becomes confirmed in bad habits before he is transferred to the ungraded class. The principal who made the report of the experiment quoted above gives valid arguments for an earlier transfer to the ungraded class. His suggestions seem to me to be of value. We ought certainly to do everything in our power to prevent the evolution of the unmanageable pupil and the truant. It must always be remembered that while there is such a thing as compulsory attendance there is no such thing as compulsory education; that the compulsory law is intended to keep the child in school, but that

when there, tactful and inspiring teaching must be given or the law is of no avail. In this connection, the following from one of the reports will be of interest:

"If you remember, this community was selected several years ago, among a number of others in the city, by the secretary of the Arundell Club, for comparison as to illiteracy and non-attendance at school. Though it represented an industrial and a purely American population, the percentage of illiteracy and pupils out of school was greater here than in any other neighborhood investigated. I am glad to report that these conditions are gradually but surely changing. By closer supervision and better methods of class teaching truancy is disappearing. The attendance in this group in the beginning was 72 per cent. It is now between 85 and 90 per cent. The average for the year ending December 31st, 1902, was 85 per cent."

The following, though not directly dicussing regular attendance, is suggestive of ways in which schools may be made more attractive to children and more useful to the community:

"The teachers of the B classes, First Grade, in one of our primary schools, very often saw their pupils in the streets and alleys during the afternoon hours, generally uncared for and often under very unfavorable conditions. It was thought that they might be permitted to return to school for an hour of play during the afternoon under the watchful care and direction of the teachers.

The suggestion was made to a number of the parents and received their ready acquiescence. The plan was started November 10 and still continues. Attendance is voluntary and has steadily increased. The number present for the afternoon games is seldom less than for the morning session; it is sometimes greater.

The desire to get the little ones "out of the street," with all that implies, was the chief reason for this experiment, but it was also hoped that through play much of educational as well as of ethical value would develop. Although it has been in operation but a short time, I regard the experiment as successful. Both children and teachers are happier and are in closer sympathy. The child seems to have lost the impression of the school as being a stiff place, a place to dread, to wish to stay away from. The attitude of children to teacher and school has become natural. Their association with one another has been improved. They

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It is greatly to the credit of Miss Place and her two assistants that so much has been accomplished through so small a supervisory force.

Outlines of work, scheduling material and procedure for every lesson have been furnished. Without these outlines little could have been accomplished by means of semi-annual visits to class rooms. The need of more assistance is evident. This need is made more imperative by the large number of practice schools for the training of teachers.

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comparison it will be seen that the supervisory force in music is unduly small. In music, 3; in gymnastics, 7; in drawing, 16; in sewing, 25.

Under the conditions, however, it is felt that the teachers have responded as a whole in an extremely encouraging manner.

DRAWING.

In no other direction has a more marked advance been made. The Supervisor of Drawing is entitled to much credit. There are sixteen special teachers. Each special teacher of drawing has under her supervision one or two groups of schools, according to size. On the last eight consecutive school days of each month conferences are held with the teachers of the grades, going over the work outlined for the succeeding month. These meetings are usually held at the Group Centre, from 3.30 to 4.30, and are always well attended. From the report of the Supervisor, Miss Keach, I quote:

"The aim of Art Education in the schools is to lead toward an appreciation of beauty, to improve and refine the public taste, to enrich life and to make for that culture which will produce an art-loving people. The present method of teaching the subject encourages children to observe more carefully the things around them—leading them to see and feel the beauty of form and color in nature and in art, training to give them power and skill in expressing graphically these impressions and in using this power in connection with all their work. Encouraging them to invent and create new forms, with a constantly growing feeling for beauty and purpose, we strive to lead toward these ideals.

"During the past year the drawing in all grades has shown encouraging results—teachers generally doing good work in this line and correllating it with other studies, proving its usefulness; and the children express themselves in this new language with more courage and independence continually, their drawings showing more thought, more skill and constant improvement—often giving not only intelligent but artistic results.

"The drawing is taught just as other subjects by the grade teacher, but kept under the careful supervision of a special teacher of the subject, who, by frequent visits to the classes, giving model lessons and criticisms of work done in her absence, constantly stimulates towards renewed effort. The teachers of the grades deserve much of the credit for any good results which have been shown."

SEWING.

Sewing is taught from the third grade to the eighth, inclusive, except in classes that are having lessons in cooking. In such classes the course extends over five years instead of six. It is believed that the course can be thus condensed for all children without omitting anything essential. It would probably be well, also, to be governed by size and age of children in beginning the work, rather than by grade. Some children in third grade are rather small for work with the needle, while some belated and overgrown children in the second grade might well devote some of their time to this useful art.

This industry has been taught in the Baltimore schools for many years with satisfactory results. The supervisor has the assistance of twenty-five special teachers of sewing.

GYMNASTICS.

Gymnastic training is carried on regularly at the City College under the direction of the supervisor of gymnastics. A portion of his time is devoted to the inspection of the work of the special and regular teachers in the elementary schools. In this work he has one head assistant and five special teachers of gymnastics. The importance of systematic physical training can not be too highly emphasized.

THE PRATT FREE LIBRARY.

On the whole, the reports of principals express much satisfaction with the arrangement by which any school desiring it may receive at stated intervals a box of books. The only drawback mentioned is the shortness of the time during which the books may be retained. The cost to the city is small compared with the benefits received. To the Librarian and Trustees of the Library our sincere thanks are due.

The following extracts from reports of principals are submitted:

"We have been receiving one hundred books every two weeks from the Pratt Library. We have found them to be very useful to teachers and pupils. They would be still more useful if we could retain them longer than two weeks."

"The pupils seem anxious to get the books. Since the selections are carefully made, the literary taste of the pupils, after having been created, is directed into proper channels and the habit of reading good literature is cultivated. Most of the pupils are not card-holders of the Pratt Library. By our arrangement they have an opportunity of finding out what advantages they may derive from the Library, and consequently will, no doubt, continue to use its books after they are no longer pupils of our schools.

"It would be well to request the proper authorities to grant the schools the use of each box for four weeks instead of two as at present."

"The present arrangement has been found useful and generally satisfactory. The titles called for have indicated two main purposes in view: first, to beget in the pupils an interest in and a liking for wholesome fiction; second, to provide supplementary and reference matter for current class-room work, chiefly for geography and history.

"It is evident that there has been a salutary effect upon the pupils, since it is now very rare to find them reading the highly sensational publications which were previously brought to school quite often and read surreptiously, even during lesson periods.

"The teacher has found it helpful, otherwise she would not be willing to continue giving both time and trouble in selecting suitable titles and in caring for the books. Indeed, this necessary exercise of the teacher's judgment, discrimination and foresight in determining what is best fitted for her pupils and their work is not the least benefit arising from the use of the Pratt Library."

"Suggestions: A carefully selected library chosen with reference to the special needs of school children and reserved for their exclusive use. The management to be under the supervision of some one sufficiently acquainted with the school curriculum to be capable of guiding the applicants when necessary.

A graded and annotated catalogue for use both in class room and in library.

Duplicate desirable books in such numbers that several books on the same subject may be in use in one class at the same time. Where there is more than one class of same grade books may be changed.

Retain books for longer period, at the very least one month; preferably longer.

A most desirable acquisition will be a collection of reference books for teachers."

THE HIGH SCHOOLS.

Concerning the Western High School, the most urgent item to report is the need of increased accommodations for the increasing size of the school. The enrollment of 1901 was considerably greater than that of preceding years. In September, 1901, there were 702 pupils on roll; but this year showed an unexpected increase over last year, so that in September the roll reached 854. Although the falling off since September has brought the number down to 807, the new class from the grades coming in on February 1st will again carry the enrollment up to nearly 850.

Already this large number of pupils is taxing the building to its utmost; every available room has been converted into a class room and is in full use as such, and the assembly hall is now in use every hour of the week for combined classes at study or for the music lessons. Furthermore, many classes have had to be formed too large for the most effective instruction and discipline; it has been found impossible to have sections, especially in the first and second years, not exceed forty pupils—a number of classes since September have numbered nearly fifty.

The present first year class would be much better off at the end of the current school year if an additional teacher could have been provided. But there is no room in the building to give such teacher. Two of the teachers already on the staff have no rooms of their own, but must go about meeting their classes in other teachers' rooms, when one or another teacher happens to be not in her own room but on duty in the assembly hall. The impossibility of providing for additional teachers under present accommodations must also seriously interfere with carrying out the elective system. Since September the first year classes, which under the rules

should be given two lessons a week in drawing, have received only one lesson a week, simply because the force was inadequate to do more. And all this while the school urgently needs a gymnasium and full work in physical culture, as laid down in the Program of Studies.

The foregoing considerations and unwelcome facts point to the recommendation that the Western High School be enlarged by the addition of a commodious wing, to provide a large basement recreation room, a suitable gynasium, and a number of class rooms.

Experience at the City College proves that a gymnasium ought not to be placed above school rooms. Where this is done, the constant noise and vibration are a serious interruption to the work done in the rooms below. This, as you will remember, was the chief factor in your decision not to reserve the large front room on the third floor of the Western High School for work in gymnastics, as originally contemplated, but to make of it the three class rooms now used by the Teachers' Training School.

The work in drawing at the City College suffers seriously from the constant vibration caused by the gymnastic exercises going on above. Other rooms directly below that gymnasium are yet vacant, and the jumping is confined to the space above these vacant rooms. Very soon, on account of the growth of the school, it will be necessary to use these rooms for classes. I am of the opinion that when this occurs, it will be impossible to conduct gymnastic work effectively in the room now used as a gymnasium. A very satisfactory gymnasium could be erected at the level of the second floor of the City College, above the recreation ground, covering a portion of that ground, but not encroaching upon it.

The needs of the Eastern High School have been set forth so often that it is not necessary now to enter into detail with regard to them. It is a source of gratification that steps have been taken looking toward the erection on a suitable site of a commodious and modern building for this school.

The building in which the school is now housed can be used to advantage by elementary schools now occupying annexes not far away. Meanwhile, if possible, some changing of partitions ought to be done to give temporary quarters for classes now most inadequately provided for, as well as for some which it is under present conditions impossible to organize.

At the Baltimore Polytechnic Institute several changes have been made that add materially to the facilities of the school. A separate laboratory has been provided for the work in chemistry, and the drawing room has been doubled in size. It is gratifying to note that this school is recognized as of the first rank by higher institutions of technology.

Pupils who complete the four-year course and are recommended, are admitted without examination to full Sophomore standing in the course leading to the degree of Mechanical Engineer or Electrical Engineer, at Sibley College, Cornell University.

Five members of the class of 1902, availing themselves of this privilege, entered Cornell last September. The following letter bears testimony as to the character of the preparation they received:

SIBLEY COLLEGE,
FACULTY OF MECHANICAL ENGINEERING,
CORNELL UNIVERSITY,

W. F. DURAND, *Secretary.* R. H. THURSTON, *Director.*

ITHACA, N. Y., September 29, 1902.

WILLIAM R. KING, U. S. N., *Principal,*
Baltimore Polytechnic Institute, Baltimore, Md.

DEAR SIR:—The five boys referred to in yours of the 19th instant arrived on time and were duly entered. They passed up the full Freshman year and received a little credit on the Sophomore work. They are in excellent shape to complete our course in three years' time which, I have no doubt, they will do with credit to themselves and t their training in your school.

Sincerely yours, W. F. DURAND.

With regard to the Colored High and Training School, Dr. Waring, the Principal, writes as follows:

"During the first six months of the year the school was in charge of my predecessor, Mr. Hugh M. Browne, under whose skilful management it was brought to a very high state of efficiency, and the amalgamation of the old High School, the Polytechnic Institute and Colored Normal School was made effective. His services in organizing the Colored High and Training School have made much less arduous the duties of this position, to which I was appointed September 1, 1902."

The most important part of the work of the new principal has been the organization of a normal department. He and those who assist him are keenly alive to the responsibility of the task which they have undertaken. The normal course covers a period of two years. The pupils of the first year are the fourth year pupils of the high school who have elected the teachers' training course. The second-year pupils are in charge of schools located in Nos. 107 and 116, in which, working one-half of each day under the immediate supervision of the assistants in the normal department and the practice teachers, they are getting experience in teaching. The other half of the day the pupil-teachers spend with their instructors in regular class-room work in the methods of teaching the various subjects. It is expected that the combination of instruction in pedagogics and practical experience will give them a good equipment for their future work as teachers. The few months during which this plan has been in operation show that we are justified in this expectation. It gives opportunity to develop those who have an aptness for teaching and to improve those who by extra effort can be made to do acceptable work.

METHOD PURSUED IN SELECTING ONE HUNDRED TEACHERS FOR NOMINATION TO THE BOARD FOR INCREASE OF SALARY.

From the Report of the Committee on Rules, made in June, 1902, I quote the following:

"One hundred of the assistants of the elementary schools apportioned among the groups shall receive salaries of $600 per annum. This number shall be composed of such teachers as have been five years in the

from the force teachers who have shown aptitude for dealing with this class of pupils, and assign to them for limited periods pupils brought in by the attendance officers who, for various reasons, cannot work to advantage in other classes. The following account of an ungraded class organized in one of the groups is suggestive:

"An ungraded class was formed at one school during the month of November by taking the oldest and most troublesome pupils from the first and second grades. This class was placed in charge of a teacher who is especially adapted to the work and who is determined to make the work a success. There is no mass teaching in this class, but all the work is done with the individual and in groups. The discipline is unusually satisfactory, and the work has shown that slow, dull and troublesome children are so, largely as the result of class environment. Elements that could give trouble to a weak and unskilled teacher are transferred to a skillful teacher, and in that way the general tone of the school is benefited. My reason for believing that this plan might have better results in the primary school than in the grammar school was that the children were too young to feel the difference in their relation to the school, and too immature and undeveloped to know the significance of the separation. Truants have been removed from the first and second grades to this class where the teacher has the time to investigate the absence of each pupil. As a result, truancy has been abolished and the general discipline of the school has improved. I feel that there should be an ungraded class in each primary school, but this has been impossible on account of the lack of space."

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The desire to get the little ones "out of the street," with all that implies, was the chief reason for this experiment, but it was also hoped that through play much of educational as well as of ethical value would develop. Although it has been in operation but a short time, I regard the experiment as successful. Both children and teachers are happier and are in closer sympathy. The child seems to have lost the impression of the school as being a stiff place, a place to dread, to wish to stay away from. The attitude of children to teacher and school has become natural. Their association with one another has been improved. They

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Outlines of work, scheduling material and procedure for every lesson have been furnished. Without these outlines little could have been accomplished by means of semi-annual visits to class rooms. The need of more assistance is evident. This need is made more imperative by the large number of practice schools for the training of teachers.

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In no other direction has a more marked advance been made. The Supervisor of Drawing is entitled to much credit. There are sixteen special teachers. Each special teacher of drawing has under her supervision one or two groups of schools, according to size. On the last eight consecutive school days of each month conferences are held with the teachers of the grades, going over the work outlined for the succeeding month. These meetings are usually held at the Group Centre, from 3.30 to 4.30, and are always well attended. From the report of the Supervisor, Miss Keach, I quote:

"The aim of Art Education in the schools is to lead toward an appreciation of beauty, to improve and refine the public taste, to enrich life and to make for that culture which will produce an art-loving people. The present method of teaching the subject encourages children to observe more carefully the things around them—leading them to see and feel the beauty of form and color in nature and in art, training to give them power and skill in expressing graphically these impressions and in using this power in connection with all their work. Encouraging them to invent and create new forms, with a constantly growing feeling for beauty and purpose, we strive to lead toward these ideals.

"During the past year the drawing in all grades has shown encouraging results—teachers generally doing good work in this line and correllating it with other studies, proving its usefulness; and the children express themselves in this new language with more courage and independence continually, their drawings showing more thought, more skill and constant improvement—often giving not only intelligent but artistic results.

"The drawing is taught just as other subjects by the grade teacher, but kept under the careful supervision of a special teacher of the subject, who, by frequent visits to the classes, giving model lessons and criticisms of work done in her absence, constantly stimulates towards renewed effort. The teachers of the grades deserve much of the credit for any good results which have been shown."

SEWING.

Sewing is taught from the third grade to the eighth, inclusive, except in classes that are having lessons in cooking. In such classes the course extends over five years instead of six. It is believed that the course can be thus condensed for all children without omitting anything essential. It would probably be well, also, to be governed by size and age of children in beginning the work, rather than by grade. Some children in third grade are rather small for work with the needle, while some belated and overgrown children in the second grade might well devote some of their time to this useful art.

This industry has been taught in the Baltimore schools for many years with satisfactory results. The supervisor has the assistance of twenty-five special teachers of sewing.

GYMNASTICS.

Gymnastic training is carried on regularly at the City College under the direction of the supervisor of gymnastics. A portion of his time is devoted to the inspection of the work of the special and regular teachers in the elementary schools. In this work he has one head assistant and five special teachers of gymnastics. The importance of systematic physical training can not be too highly emphasized.

THE PRATT FREE LIBRARY.

On the whole, the reports of principals express much satisfaction with the arrangement by which any school desiring it may receive at stated intervals a box of books. The only drawback mentioned is the shortness of the time during which the books may be retained. The cost to the city is small compared with the benefits received. To the Librarian and Trustees of the Library our sincere thanks are due.

The following extracts from reports of principals are submitted:

"We have been receiving one hundred books every two weeks from the Pratt Library. We have found them to be very useful to teachers and pupils. They would be still more useful if we could retain them longer than two weeks."

"The pupils seem anxious to get the books. Since the selections are carefully made, the literary taste of the pupils, after having been created, is directed into proper channels and the habit of reading good literature is cultivated. Most of the pupils are not card-holders of the Pratt Library. By our arrangement they have an opportunity of finding out what advantages they may derive from the Library, and consequently will, no doubt, continue to use its books after they are no longer pupils of our schools.

"It would be well to request the proper authorities to grant the schools the use of each box for four weeks instead of two as at present."

"The present arrangement has been found useful and generally satisfactory. The titles called for have indicated two main purposes in view: first, to beget in the pupils an interest in and a liking for wholesome fiction; second, to provide supplementary and reference matter for current class-room work, chiefly for geography and history.

"It is evident that there has been a salutary effect upon the pupils, since it is now very rare to find them reading the highly sensational publications which were previously brought to school quite often and read surreptiously, even during lesson periods.

"The teacher has found it helpful, otherwise she would not be willing to continue giving both time and trouble in selecting suitable titles and in caring for the books. Indeed, this necessary exercise of the teacher's judgment, discrimination and foresight in determining what is best fitted for her pupils and their work is not the least benefit arising from the use of the Pratt Library."

"Suggestions: A carefully selected library chosen with reference to the special needs of school children and reserved for their exclusive use. The management to be under the supervision of some one sufficiently acquainted with the school curriculum to be capable of guiding the applicants when necessary.

A graded and annotated catalogue for use both in class room and in library.

Duplicate desirable books in such numbers that several books on the same subject may be in use in one class at the same time. Where there is more than one class of same grade books may be changed.

Retain books for longer period, at the very least one month; preferably longer.

A most desirable acquisition will be a collection of reference books for teachers."

THE HIGH SCHOOLS.

Concerning the Western High School, the most urgent item to report is the need of increased accommodations for the increasing size of the school. The enrollment of 1901 was considerably greater than that of preceding years. In September, 1901, there were 702 pupils on roll; but this year showed an unexpected increase over last year, so that in September the roll reached 854. Although the falling off since September has brought the number down to 807, the new class from the grades coming in on February 1st will again carry the enrollment up to nearly 850.

Already this large number of pupils is taxing the building to its utmost; every available room has been converted into a class room and is in full use as such, and the assembly hall is now in use every hour of the week for combined classes at study or for the music lessons. Furthermore, many classes have had to be formed too large for the most effective instruction and discipline; it has been found impossible to have sections, especially in the first and second years, not exceed forty pupils—a number of classes since September have numbered nearly fifty.

The present first year class would be much better off at the end of the current school year if an additional teacher could have been provided. But there is no room in the building to give such teacher. Two of the teachers already on the staff have no rooms of their own, but must go about meeting their classes in other teachers' rooms, when one or another teacher happens to be not in her own room but on duty in the assembly hall. The impossibility of providing for additional teachers under present accommodations must also seriously interfere with carrying out the elective system. Since September the first year classes, which under the rules

should be given two lessons a week in drawing, have received only one lesson a week, simply because the force was inadequate to do more. And all this while the school urgently needs a gymnasium and full work in physical culture, as laid down in the Program of Studies.

The foregoing considerations and unwelcome facts point to the recommendation that the Western High School be enlarged by the addition of a commodious wing, to provide a large basement recreation room, a suitable gynasium, and a number of class rooms.

Experience at the City College proves that a gymnasium ought not to be placed above school rooms. Where this is done, the constant noise and vibration are a serious interruption to the work done in the rooms below. This, as you will remember, was the chief factor in your decision not to reserve the large front room on the third floor of the Western High School for work in gymnastics, as originally contemplated, but to make of it the three class rooms now used by the Teachers' Training School.

The work in drawing at the City College suffers seriously from the constant vibration caused by the gymnastic exercises going on above. Other rooms directly below that gymnasium are yet vacant, and the jumping is confined to the space above these vacant rooms. Very soon, on account of the growth of the school, it will be necessary to use these rooms for classes. I am of the opinion that when this occurs, it will be impossible to conduct gymnastic work effectively in the room now used as a gymnasium. A very satisfactory gymnasium could be erected at the level of the second floor of the City College, above the recreation ground, covering a portion of that ground, but not encroaching upon it.

The needs of the Eastern High School have been set forth so often that it is not necessary now to enter into detail with regard to them. It is a source of gratification that steps have been taken looking toward the erection on a suitable site of a commodious and modern building for this school.

The building in which the school is now housed can be used to advantage by elementary schools now occupying annexes not far away. Meanwhile, if possible, some changing of partitions ought to be done to give temporary quarters for classes now most inadequately provided for, as well as for some which it is under present conditions impossible to organize.

At the Baltimore Polytechnic Institute several changes have been made that add materially to the facilities of the school. A separate laboratory has been provided for the work in chemistry, and the drawing room has been doubled in size. It is gratifying to note that this school is recognized as of the first rank by higher institutions of technology.

Pupils who complete the four-year course and are recommended, are admitted without examination to full Sophomore standing in the course leading to the degree of Mechanical Engineer or Electrical Engineer, at Sibley College, Cornell University.

Five members of the class of 1902, availing themselves of this privilege, entered Cornell last September. The following letter bears testimony as to the character of the preparation they received:

SIBLEY COLLEGE,
FACULTY OF MECHANICAL ENGINEERING,
CORNELL UNIVERSITY,

W. F. DURAND, *Secretary.* R. H. THURSTON, *Director.*

ITHACA, N. Y., September 29, 1902.

WILLIAM R. KING, U. S. N., *Principal,*
Baltimore Polytechnic Institute, Baltimore, Md.

DEAR SIR:—The five boys referred to in yours of the 19th instant arrived on time and were duly entered. They passed up the full Freshman year and received a little credit on the Sophomore work. They are in excellent shape to complete our course in three years' time, which, I have no doubt, they will do with credit to themselves and to their training in your school.

Sincerely yours, W. F. DURAND.

With regard to the Colored High and Training School, Dr. Waring, the Principal, writes as follows:

"During the first six months of the year the school was in charge of my predecessor, Mr. Hugh M. Browne, under whose skilful management it was brought to a very high state of efficiency, and the amalgamation of the old High School, the Polytechnic Institute and Colored Normal School was made effective. His services in organizing the Colored High and Training School have made much less arduous the duties of this position, to which I was appointed September 1, 1902."

The most important part of the work of the new principal has been the organization of a normal department. He and those who assist him are keenly alive to the responsibility of the task which they have undertaken. The normal course covers a period of two years. The pupils of the first year are the fourth year pupils of the high school who have elected the teachers' training course. The second-year pupils are in charge of schools located in Nos. 107 and 116, in which, working one-half of each day under the immediate supervision of the assistants in the normal department and the practice teachers, they are getting experience in teaching. The other half of the day the pupil-teachers spend with their instructors in regular class-room work in the methods of teaching the various subjects. It is expected that the combination of instruction in pedagogics and practical experience will give them a good equipment for their future work as teachers. The few months during which this plan has been in operation show that we are justified in this expectation. It gives opportunity to develop those who have an aptness for teaching and to improve those who by extra effort can be made to do acceptable work.

METHOD PURSUED IN SELECTING ONE HUNDRED TEACHERS FOR NOMINATION TO THE BOARD FOR INCREASE OF SALARY.

From the Report of the Committee on Rules, made in June, 1902, I quote the following:

"One hundred of the assistants of the elementary schools apportioned among the groups shall receive salaries of $600 per annum. This number shall be composed of such teachers as have been five years in the

service, who shall be recommended by the Superintendent for the increase by reason of their efficiency, ascertained by some method to be adopted by him. This increase will be paid only when the salary account, in the judgment of the Board, will justify it."

From a report of the same Committee, dated October 8th, 1902, the following:

"1. The teachers must have taught in the public schools of the city at least five consecutive years.

"2. They must be nominated for the increase by the unanimous vote of the Superintendent and the Assistant Superintendents, based upon their efficiency.

"3. Each one of them must pass a satisfactory examination in some one subject to be selected by the applicant from an appropriate list of subjects to be chosen by the Superintendent.

"4. The Superintendent shall make an annual report to the Board as to the work of the teachers thus selected, and the Board shall determine from year to year which teachers shall be entitled to remain upon the list.

"5. The teachers thus selected shall be entitled to receive this additional salary when the appropriations made by the City for the salaries of teachers shall, in the judgment of the Board, permit."

Shortly after the adoption of these rules, I sent to each principal a letter containing the following request:

"Please furnish me, at your earliest convenience, the names of a few of the most efficient teachers in your group who have been teaching not less than five years in Baltimore, and who are receiving salaries less than $600 per year. Arrange the names in the order of merit. In no case should a list contain more than ten names."

At that time there were on file three reports on the efficiency of teachers. One dated January 25, 1901; another, May 25, 1902; another, May 10, 1902. There were also on file reports made out by the teachers themselves in December, 1900, giving in detail the following facts: (*a*) educa-

tion; (*b*) special training, if any; (*c*) experience in teaching, if any, before appointment in Baltimore; (*d*) date of appointment in Baltimore; (*e*) special courses of study pursued since appointment. These personal reports were carefully examined. The principals' lists were compared with the reports already on file, and changes in rating, where any had been made, were carefully inquired into.

The following directions have for two years been regarded by principals in reporting the efficiency of teachers. Rules of similar import are now followed in most large cities. They are not peculiar to us.

SUGGESTIONS ON ESTIMATING THE EFFICIENCY OF TEACHERS.

A—PRACTICAL EFFICIENCY.

1. *Management of Children*—This includes what is usually called the discipline of the room," and also the general influence of the teacher's management on the development of character. Both the results and the methods of a teacher's management of the children should be taken into consideration. There may be, on one side, good order not based on fear of punishment, but brought about by a strong teacher's kindly influence over her pupils, and, on the other hand, there may be strict order attained by an unnecessary frequency of cases of discipline, and a manifestation of caprice or unnecessary harshness.

2. *Instruction.*—A teacher's power to instruct should be judged both by the results accomplished and by the educational value of her methods of teaching. The principal should take into consideration the influence which her instruction has on the development of the children's intelligence, interest, self-activity and progress.

3. *Attention to Details of School Business.*—This includes the teacher's regularity of attendance (tardiness), accuracy and neatness of record work, promptness in required reports, readiness to carry out directions (co-operation), the neatness of the room and similar matters.

B—Professional Qualities.

4. *Scholarship.*—This includes the academic education received by the teacher, the general information which she possesses and preparation for her special work.

5. *Professional Interest and Zeal.*—By this is meant the desire for self-improvement, the habit of reading good literature and of using the means of self-culture, which, through lectures and otherwise, the city offers. It includes professional progressiveness, attending teachers' meetings. etc.

6. *Personal Qualifications.*—This report should show the general estimate which the principal places on the value of the presence and assistance of the teacher as a member of the faculty of the school. It includes the teacher's tact in dealing with parents, pupils and associate teachers, and her general influence.

An entire month was spent by Superintendent and Assistant Superintendents in a final inspection of the work of teachers recommended by the principals in reply to the letter quoted above. In a few instances, after consultation with the principal, a list was revised by rearrangement of some of the names as to relative merit. Our visits were not limited to the teachers on the principal's final list.

As soon as our inspection of school-room work was completed, each principal received the following letter:

Dear Sir—As you are aware, the salaries of one hundred of the most efficient teachers of the city, who have been five years in the service, and who now receive less than $600 per year, are to be advanced to $600, practically a twenty per cent. increase. The increase is to be based on merit, determined chiefly by inspection of regular school work; but partly by an examination in one subject, to be chosen by the teacher from an approved list of subjects.

The examination may be (*a*) written, in answer to set questions, subject to the usual limitations of time and place; or it may take the form (*b*) of an oral discussion of a paper of not fewer than 1500 words prepared for the purpose. Reasonable time will be allowed for the preparation of the papers.

Your judgment of the merit of the following named teachers is approved by Assistant Superintendent and Superintendent. I shall be glad, therefore, if they desire it, to present their names to the Board, as soon as the final condition, (*a*) or (*b*), has been successfully met :

_____

_____

_____

Should any paper be rejected, the examiners will not feel at liberty to disclose the fact except to the one concerned. In no case will any name be published before favorable action is had upon it by the Board.

Please notify me as soon as possible, preferably within three days, whether in each case the nomination is desired. Please give me at the same time each teacher's choice of subject. Also, indicate in each case whether plan (*a*) or plan (*b*) is preferred.

Accompanying the above letter was a list of topics, made out in accordance with the Board's rule, as follows:

SUGGESTIVE LIST OF TOPICS.

1. Froebel's Laws Applied to Primary School Work.
2. Educational Value of Plays and Games.
3. Individuality in Class Management.
4. Flexible Grading.
5. Group Teaching.
6. The Bad Boy Problem.
7. Indirect and Direct Moral Training.
8. A Discussion of Herbert Spencer's Educational Theories.

   (Any other great name may be substituted, as Herbart, Rousseau, Pestalozzi, Montaigne, Comenius.)
9. My Method of Teaching ————————, together with the Educational Principles upon which My Method is Based.

(The blank may be filled with any school subject in which the teacher is specially interested.)

10. Conditions Favorable to the Best Intellectual Development of the Child.
11. The Scope and Purpose of Authority. In School is it Limited, as Bosanquet holds for the State, to "Hindering Hindrances to the Best Life?"
12. Essential Differences in Ideals of Old and New Educational Regimes.
13. Conditions of Modern Life an Index of Requirements in the School.
14. Reciprocal Relations of Formal and Culture Studies.
15. Psychological Value of the Arts as Material for Study.
16. Development of Social Sense in School Life.
17. Humanistic Values and Technical Values in Nature Study.
18. The Basis and Purpose of Correlation.
19. Psychological Value of Hand Work.

Excellent school room work has been considered the prime requisite for these nominations. Competition in this direction, it is evident, was open to all. Since, however, the examination was to be upon a subject of the teacher's choice, and since many subjects were sure to be chosen, there could be no competition in the presentation of papers, there being no exact way of judging the relative merit of papers on widely different topics. It must also be remembered that an excellent paper is not the first consideration. Many teachers whose school room work is ordinary, or even below mediocrity, are able to prepare good papers; their theory outruns their practice. It is better for any school system that such teachers wait for promotion till their practice overtakes their theory.

One hundred invitations were issued. Seven were declined. Seven additional invitations were thereupon issued and accepted. In every case plan (*b*) was chosen—the thesis and its defense. In the list of those invited are teachers of all grades, from the first to the eighth. It is one of the merits of our plan that it encourages a teacher to

earn promotion by study and effort, which will continually react beneficially upon the class which she is engaged in teaching, whether it be of high grade or low. Promotion does not mean going from a low grade to a higher one. Moreover, the hope of promotion does not divert the attention of the teacher of a primary class from the work before her, but enhances her interest in her present work, wherever that may be.

The following suggestion was made with regard to the preparation of papers:

"In the preparation of papers, teachers should feel free to consult and to quote authorities, giving proper credit in marginal notes. Originality, in the absolute sense, is not so much expected as grasp of the subject and reasonable constructive power."

We did not want any attempt at "fine writing," but we did want evidence of the possession of ideas, and of the ability to express those ideas in clear and concise English. The papers, as a rule, were of more than ordinary merit.

Each paper was read by the three members of the examining board, notes being made as a basis for questioning. Every candidate spent from twenty to forty minutes in an oral examination, each member of the examining board questioning the teacher carefully upon some phase of her subject, including the books or articles quoted. We thus came to know the woman behind the paper, and the knowledge of merit thus attained will serve as a guide in future promotions to higher positions; indeed, it has already served this purpose in no less than nine instances.

It is not an easy thing to determine the relative efficiency of teachers; yet, when considerations such as those by which we have been guided are carefully followed, the result cannot be far from correct. Enemies of civil service reform allege that examinations do not examine; and its best friends readily admit that there are many important elements that the ordinary written examination fails to take account of; still, it is safer than unchecked personal prefer-

ence. We use it in admitting substitute teachers to the graded list for a trial year. After a successful trial year the teacher is appointed. By your present rules, every teacher has, from the date of appointment, an incentive to do such good work as to merit recommendation for the advanced salary. By the plan of selection here described we have an additional test of merit which is free from some of the imperfections of the ordinary examination, and, therefore, more conclusive.

Undoubtedly, there are some in the service who think their merit superior to a number of those who have been invited to prepare papers. But it must be remembered that these critics have not had the opportunity, as have the supervising officers, to see the school-room work of the teachers in question. I believe that there has been less dissatisfaction with a plan which limits invitations to the number for whom the increased salaries are available than there would have been with a plan which would invite a larger number of papers, many of which would necessarily be rejected.

Your rules provide ample safeguards for an extension of the list. In my judgment, it will always be best to make the number of increased salaries definite, as now, no matter how large it may be. Rule 4 provides a sure way of keeping this list efficient by creating vacancies to be filled by promotion. I regard this as most important. When economies now practiced result in savings from annual appropriations sufficient to extend the list to include several hundred names, then, by the operation of this rule, and by promotion from the $600 list to positions carrying higher salaries, and by resignations, enough vacancies will from time to time occur to make all teachers drawing lower salaries feel that they have a fair chance for recognition. It would afford me very great pleasure to submit another list as large as the one which has just been completed. There are in our service many efficient teachers, and I trust that a

way may be found in the near future to pay them adequate salaries. The cost of living has materially advanced. In nearly all fields of effort this fact has received substantial recognition by the granting of increased compensation for services. No other investment can possibly bring the city greater returns than that which is made in relieving the anxiety of teachers about "making ends meet." The nervous energy thus saved is available for more inspiring teaching. The investment is therefore for our children.

Respectfully submitted.

JAMES H. VAN SICKLE,
Superintendent.

TABLES.

SUMMARY OF STATISTICS.

Population of Baltimore "United States Census"	508,957
Basis of Taxation	$329,651,426 00
School Tax	41⅞
Number of pupils belonging December 31, 1902	66,399
Number of pupils enrolled during year ending December 31, 1901,	83,415
Number of pupils enrolled during year ending December 31, 1902,	88,528
Increase	5,113
Number of teachers December 31, 1902	1,679
Decrease	32
Number of schools December 31, 1902	111
Percentage of attendance on enrollment	84 per cent.

Tables Accompanying Superintendent's Report.

TABLE A.

Statement showing the Number of Male and Female Teachers and the Number of Pupils Belonging December, 1902, the Average Number of Pupils Belonging during the Year, the Average Attendance for the Year, the Percentage of Attendance for the Year, and the Number in School During the Year.

Schools.	Teachers.		Number of Pupils.			
	Males.	Females.	Number of Pupils Belonging December, 1902.	Average Number of Pupils Belonging for the Year.	Average attendance for the Year.	Percentage of Attendance for the Year.
Baltimore City College	22	.....	622	596	560	95
Eastern High School	2	15	371	343	313	91
Western High School	1	24	807	710	648	92
Baltimore Polytechnic Institute	15	.....	258	230	218	94
Col. High and Training School	8	5	262	229	220	96
Training Classes at B. C. C.	1	.....	5	5	5	100
Training Classes at W. N. S.	.....	3	97	100	92	92
Training Classes at C. N. and T	.....	4	24	15	14	96
Totals	49	51	2446	2228	2070	93
Group A, School No. 3	.....	16	680	677	577	85
" " 24	.....	13	538	554	456	82
" " 38	.....	8	318	318	258	81
" " 47	2	22	968	898	793	88
Totals	2	59	2504	2447	2084	85
Group B, School No. 6	.....	12	554	535	439	82
" " 23	.....	14	547	579	495	85
" " 25	.....	17	687	589	461	79
" " 42	1	18	831	813	728	90
" " 108	.....	4	264	236	180	76
Totals	1	65	2883	2752	2303	84

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		NUMBER OF PUPILS.			
	Males.	Females.	Number of Pupils Belonging December, 1902.	Average Number of Pupils Belonging for the Year.	Average Attendance for the Year.	Percentage of Attendance for the Year.
Group C, School No. 17		14	627	580	483	83
" " 28		14	587	590	524	89
" " 33		16	683	636	544	86
" " 35		12	527	476	403	85
" " 70	1	15	694	661	598	91
Totals	1	71	3118	2943	2552	87
Group D, School No. 2		14	607	545	440	81
" " 8		14	657	614	493	80
" " 93	2	37	1496	1455	1194	81
Totals	2	65	2760	2614	2127	80
Group E, School No. 13		13	592	558	442	79
" " 27		13	571	570	476	83
" " 36		10	379	411	351	85
" " 77	1	17	827	757	664	87
" " 97	2	14	603	593	538	91
Totals	3	67	2972	2889	2471	85
Group F, School No. 5		20	922	876	715	82
" " 26		9	448	353	305	87
" " 71	1	15	580	572	486	85
" " 101	1	5	237	236	197	83
" " 111		14	618	559	410	73
Totals	2	63	2805	2596	2113	81

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		NUMBER OF PUPILS.			
	Males.	Females.	Number of Pupils Belonging December, 1902.	Average Number of Pupils Belonging for the Year.	Average Attendance for the Year.	Percentage of Attendance for the Year.
Group G, School No. 7		10	512	520	413	80
" " 43	1	26	1139	1195	987	83
" " 73		16	660	550	448	81
" " 105	2	10	629	597	460	73
Totals	3	62	2940	2862	2308	81
Group H, School No. 16		13	473	468	404	86
" " 32		11	491	491	411	84
" " 45	2	12	618	575	502	88
" " 49		6	187	184	147	80
" " 113	4	11	723	652	566	87
Totals	6	53	2492	2370	2030	86
Group I, School No. 20		35	1536	1539	1266	82
" " 80	2	26	1128	1098	958	87
Totals	2	61	2664	2637	2224	85
Group J, School No. 37		15	679	693	557	80
" " 90	1	9	461	464	396	85
" " 94	1	28	1238	1210	1076	89
" " 99	1	17	850	929	813	88
Totals	3	69	3228	3296	2842	86

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.	NUMBER OF PUPILS.			
	Males.	Females.	Number of Pupils Belonging December, 1902.	Average Number of Pupils Belonging for the Year.	Average Attendance for the Year.	Percentage of Attendance for the Year.
Group K, School No. 50		7	294	302	263	87
" " 51	1	22	1004	954	820	86
" " 52		8	304	269	237	88
" " 53		20	936	878	758	86
" " 54		14	566	527	447	85
" " 115	1	3	219	205	174	85
Totals	2	74	3323	3135	2699	86
Group L, School No. 76		18	753	717	584	81
Group M, School No. 4		17	651	629	540	86
" " 29		11	411	404	336	83
" " 44	2	13	508	506	442	87
" " 92	2	19	838	848	762	90
" " 106	2	15	834	740	619	84
Totals	6	75	3242	3127	2699	86
Group N, School No. 12		15	628	618	514	83
" " 22		14	577	567	454	80
" " 34		15	658	610	489	80
" " 72	1	17	711	710	637	90
" " 102	2	2	108	115	99	87
" " 109	1	6	368	353	257	73
Totals	4	69	3050	2973	2450	82

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		NUMBER OF PUPILS.			
	Males.	Females.	Number of Pupils Belonging December, 1902.	Average Number of Pupils Belonging for the Year.	Average Attendance for the Year.	Percentage of Attendance for the Year.
Group O, School No. 10		8	405	368	265	70
" " 19		17	734	733	604	82
" " 30		17	703	757	642	85
" " 48	1	10	443	461	400	87
" " 114	3	8	702	607	388	64
Totals	4	60	2987	2926	2299	79
Group P, School No. 66		4	159	162	147	91
" " 67		6	282	274	238	87
" " 68	1	12	484	470	420	89
" " 96	4	15	780	755	676	90
" " 98		8	313	306	282	92
Totals	5	45	2018	1967	1763	90
Group Q, School No. 11		25	1109	1058	881	83
" " 63	2	12	542	517	433	84
" " 65	1	8	359	326	260	80
" " 78	1	17	717	708	635	90
" " 103	2	3	231	211	179	85
Totals	6	65	2958	2820	2388	82

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

Schools.	Teachers.		Number of Pupils.			
	Males.	Females.	Number of Pupils Belonging December, 1902.	Average Number of Pupils Belonging for the Year.	Average Attendance for the Year.	Percentage of Attendance for the Year.
Group R, School No. 15		15	655	632	539	85
" " 31		12	463	444	372	84
" " 39		12	490	489	421	86
" " 75	1	21	912	922	826	90
Totals	1	60	2520	2487	2158	87
Group S, School No. 82	1	8	278	346	310	89
" " 95	1	16	670	640	569	89
" " 110	1	23	1061	924	755	82
Totals	3	47	2009	1910	1634	86
Group T, School No. 46	1	14	539	552	495	90
" " 79	1	23	902	920	792	86
" " 91	1	12	476	484	416	86
Totals	3	49	1917	1956	1703	87
Group U, School No. 14		13	605	606	509	84
" " 21		10	445	409	336	82
" " 61	1	17	815	810	708	87
" " 81	1	16	676	666	580	87
Totals	2	56	2541	2491	2133	86

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		NUMBER OF PUPILS.			
	Males.	Females.	Number of Pupils Belonging December, 1902.	Average Number of Pupils Belonging for the Year.	Average Attendance for the Year.	Percentage of Attendance for the Year.
Group V, School No. 59	1	2	81	107	89	83
" " 60	1	21	942	888	746	84
" " 62	.....	10	416	415	351	84
" " 64	.....	4	118	105	85	81
" " 112	6	24	1373	1300	1080	83
" " 118	7	5	595	494	420	85
Totals	15	66	3525	3309	2771	84
Group W, School No. 55	1	21	777	753	633	84
" " 56	.....	8	300	299	254	85
" " 57	.....	7	217	203	174	86
" " 58	1	9	335	332	283	85
Totals	2	45	1629	1587	1344	85
Group X, School No. 1	1	12	541	524	456	87
" " 9	.....	18	625	638	532	83
" " 100	1	13	518	514	396	77
Preparatory Classes	1	4	155	158	149	94
Totals	3	47	1839	834	1533	84
Colored Practice Schools, School No. 107	.....	2	688	605	449	74
" " " " 116	3	.....	588	495	378	76
Totals	3	2	1276	1100	827	75

TABLE A—Continued.—Tables Accompanying Superintendent's Report.—Recapitulation.

Schools.	Number of Schools December, 1902.	Number of Teachers			Number of Pupils.					Number of Pupils Enrolled in School Compared by Years.	
		Males December, 1902.	Females December, 1902.	Totals December, 1902.	No. of Pupils belonging Dec. 31, 1902.	Average No. belonging for the Year 1902.	Average Attendance for the Year.	Percentage of Attendance.	Whole No. in School During Year.	Years.	No. of Pupils.
Baltimore City College	1	22	.....	22	622	596	560	95	916	1877	45,942
Eastern High School	1	2	15	17	371	343	313	91	509	1878	45,951
Western High School	1	1	24	25	807	710	648	92	1,104	1879	48,988
Baltimore Polytechnic Institute	1	15	.....	15	258	230	218	94	359	1880	48,066
Col. High and Training School	1	8	5	13	262	229	220	96	334	1881	47,048
Training Classes at B. C. C.	1	.....	1	1	5	5	5	100	5	1882	48,277
Training Classes at W. H. S.	.....	.....	3	3	97	100	92	92	105	1883	48,876
Training Classes at C. H. & T.	.....	.....	4	4	24	15	14	96	39	1884	52,548
Total	6	48	52	100	2,446	2,228	2,070	93	3,371	1885	52,970
Group A	4	2	59	61	2,504	2,447	2,084	85	3,148	1886	54,221
" B	5	1	65	66	2,883	2,752	2,303	84	3,740	1887	54,210
" C	5	1	71	72	3,118	2,943	2,552	87	3,815	1888	59,906
" D	3	2	65	67	2,760	2,618	2,127	80	3,642	1889	63,545
" E	5	3	67	70	2,972	2,889	2,451	85	3,767	1890	65,758
" F	5	2	63	65	2,805	2,596	2,113	81	3,771	1891	66,836
" G	4	3	62	65	2,940	2,863	2,309	81	3,947	1892	67,610
" H	5	6	53	59	2,492	2,370	2,030	86	3,620	1893	69,425
" I	2	2	61	63	2,664	2,637	2,224	85	3,464	1894	72,980
" J	4	3	69	72	3,228	3,018	2,599	86	4,100	1895	75,610
" K	6	2	74	76	3,323	3,135	2,699	86	4,391	1896	76,192
" L	1	.....	18	18	753	717	584	81	1,050	1897	78,542

TABLE A.—Concluded.—TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.—RECAPITULATION.

SCHOOLS.	Number of Schools December, 1902.	NUMBER OF TEACHERS			NUMBER OF PUPILS.					Number of Pupils Enrolled in School Compared by Years.	
		Males December, 1902.	Females December 1902.	Totals December, 1902.	No. of Pupils belonging Dec. 31, 1902.	Average No. belonging for the Year 1902.	Average Attendance for the Year.	Percentage of Attendance.	Whole No. in School during Year.	Years.	No. of Pupils.
Group M	5	6	75	81	3,242	3,127	2,699	86	4,249	1898	79,684
" N	6	4	69	73	3,050	2,973	2,450	82	4,299	1899	80,146
" O	5	4	60	64	2,987	2,926	2,299	79	4,112	1900	79,659
" P	5	5	45	50	2,018	1,968	1,762	90	2,574	1901	83,415
" Q	5	6	65	71	2,958	2,920	2,388	82	3,994	1902	88,528
" R	4	1	60	61	2,520	2,487	2,158	87	3,332	.....	.....
" S	3	3	47	50	2,009	1,910	1,634	86	2,826	.....	.....
" T	3	3	49	52	1,917	1,956	1,703	87	2,685	.....	.....
" U	4	2	56	58	2,541	2,491	2,133	86	3,374	.....	.....
" V	6	15	66	81	3,525	3,309	2,771	84	4,765	.....	.....
" W	4	2	45	47	1,629	1,587	1,344	85	2,315	.....	.....
" X	3	3	47	50	1,839	1,835	1,533	84	2,582	.....	.....
Colored Practice Schools	3	2	3	5	1,276	1,100	827	75	1,595	.....	.....
	105	83	1414	1497	63,953	61,574	51,776	84	85,157	.....	.....
Group Principals	.....	25	.....	25	.....	.....	.....	.....	.....	.....	.....
Supervisors of Music	.....	.....	3	3	.....	.....	.....	.....	.....	.....	.....
Drawing Teachers	.....	.....	16	16	.....	.....	.....	.....	.....	.....	.....
Sewing Teachers	.....	.....	25	25	.....	.....	.....	.....	.....	.....	.....
Physical Culture Teachers	.....	1	7	8	.....	.....	.....	.....	.....	.....	.....
Manual Training Centres	4	4	1	5	.....	.....	.....	.....	.....	.....	.....
Totals	111	161	1518	1679	66,399	63,802	53,846	84	88,528	.....	.....

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

COLORED SCHOOLS.	TEACHERS.		NUMBER OF PUPILS.			
	Males.	Females.	Number of Pupils Belonging December, 1902.	Average Number of Pupils Belonging for the Year.	Average Attendance for the Year.	Percentage of Attendance for the Year.
Colored High and Training School *	8	5	262	229	220	96
School No. 100	1	13	518	514	396	77
" 101	1	5	237	236	197	83
" 102	2	2	108	115	99	87
" 103*	3	3	231	211	179	85
" 105*	2	9	629	597	460	73
" 106	2	15	834	740	619	84
" 107 *	.....	2	688	605	449	74
" 108	.....	5	264	236	180	76
" 109	1	6	368	353	257	73
" 110	1	23	1061	924	755	82
" 111	.....	14	618	559	410	73
" 112 *	6	24	1373	1300	1080	83
" 113 *	4	11	723	652	566	87
" 114 *	2	7	702	607	388	64
" 115 *	1	3	219	205	174	85
" 116 *	3	.....	588	495	378	76
" 118 *	7	5	595	494	420	85
Totals	44	152	10018	9072	7227	80

*Schools taught by colored faculties.

Group K, School No.	50	..	....	....	...	....	....	11	28	21	25	23	26	30	42	44	44	129	165	294
" "	51	21	22	36	44	49	35	75	57	82	66	72	59	83	80	120	103	538	466	1004
" "	52	30	....	42	...	65	....	74	....	41	....	....	....	52	....	....	....	304	.....	304
" "	53	....	70	....	79	....	102	....	141	...	134	....	142	...	106	....	162	.....	936	936
" "	54	....	...	....	....	....	....	39	....	42	....	120	....	129	46	180	10	510	56	566
" "	115	5	4	3	13	2	2	13	14	12	12	17	19	23	31	20	29	95	124	219
		56	96	81	136	116	139	212	240	198	237	232	246	317	305	364	348	1576	1747	3323
Group L, School No.	76	....	....	13	8	20	20	42	34	54	38	74	102	91	75	96	86	390	363	753
Group M, School No.	4	....	....	....	....	....	....	....	....	15	69	86	66	96	73	111	135	308	343	651
" "	29	....	....	....	....	....	....	....	....	34	42	32	42	59	50	78	74	203	208	411
" "	44	30	22	71	34	54	62	85	110	40	....	....	....	....	....	....	....	280	228	508
" "	92	12	11	14	11	39	27	36	48	83	74	76	83	72	84	74	94	406	432	838
" "	106	....	....	....	....	16	18	20	20	35	60	64	114	86	99	169	133	390	444	834
		42	33	85	45	109	107	141	178	207	245	258	305	313	306	432	436	1587	1655	3242
Group N, School No.	12	....	....	....	....	....	....	....	....	....	....	75	89	96	88	148	132	319	309	628
" "	22	....	....	...	....	...	....	....	....	..	....	82	51	65	96	159	124	306	271	577
" "	34	....	..	....	....	....	....	....	...	25	62	42	73	95	85	154	122	316	342	658
" "	72	13	20	31	28	39	49	106	119	145	161	....	....	....	..	....	....	334	377	711
" "	102	10	14	9	19	9	17	15	15	....	....	....	....	....	....	....	....	43	65	108
" "	109	....	....	....	....	....	....	....	....	28	18	32	24	37	50	92	87	189	179	368
		23	34	40	47	48	66	121	134	198	241	231	237	293	319	553	465	1507	1543	3050

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE B.

DIFFERENT GRADES OF SCHOOLS COMPARED.

	Year 1902.	Year 1901.	Increase.	Decrease.
Number of pupils in Balto. City College...	622	619	3	.....
" " " " Eastern High School.	371	350	21	.....
" " " " Western High School.	807	680	127	.....
Number of pupils in Baltimore Polytechnic Institute.	258	231	27	.....
Number of pupils in Colored High School.	262	223	39	.....
Number of pupils in Train'g School (White)	102	53	49	.....
" " " " " " (Col'd).	24	9	15	.....
" " " " Elementary Schools .	63,953	62,753	1,200	.....
Totals.....	66,399	64,918	1,481	
Number of pupils in colored schools included in above table.....	10,018	9,190	828	.....

TABLE BB.

DIFFERENT GRADES OF CLASSES COMPARED.

	1902.	1901.	Increase.	Decrease.
Number of pupils in Fifth year.....	35	35	.....	.....
" " Fourth "	248	222	26	.....
" " Third "	367	308	59	.....
" " Second "	641	516	125	.....
" " First "	1,029	948	81	.....
Training Schools.....	126	62	64	.....
Number of pupils in Eighth Grade	1,934	1,784	150	.....
" " " " Seventh "	2,863	2,884	.....	21
" " " " Sixth "	4,274	4,495	.....	221
" " " " Fifth "	6,447	6,231	216	.....
" " " " Fourth "	8,595	8,535	60	.....
" " " " Third "	10,305	10,240	65	.....
" " " " Second "	12,433	12,842	.....	409
" " " " First "	17,102	15,816	1,286	.....
Totals...	66,399	64,918	2,132	651
Preparatory Classes included in above..	155	74	81	.....

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE C.

ing the number of Pupils and Teachers in the Public Schools on
l at the time of making the Report each year, from the year 1829,
en the first Public School was opened, to the year 1902, inclusive.
s statement does not include Night Schools.

Date.	Teachers.	Pupils.	Date.	Teachers.	Pupils.
.....	3	269	1866.....	402	17,550
.....	5	402	1867.....	490	22,073
.....	5	627	1868.....	537	21,903
.....	5	640	1869.....	540	23,552
.....	5	544	1870.....	549	23,898
.....	8	859	1871.....	559	24,479
.....	8	747	1872.....	581	25,092
.....	8	814	1873.....	588	26,663
.....	8	659	1874.....	626	27,634
.....	8	675	1875.....	672	29,942
.....	16	1,126	1876.....	717	31,071
.....	22	1,834	1877.....	734	32,523
.....	27	2,331	1878.....	784	34,002
.....	28	2,464	1879.....	798	35,595
.....	30	2,669	1880.....	799	35,297
.....	38	3,366	1881.....	824	35,630
.....	52	4,313	1882.....	826	35,639
.....	65	5,087	1883.....	855	37,546
.....	90	6,439	1884.....	893	38,618
.....	100	6,696	1885.....	930	39,828
.....	110	6,763	1886.....	972	39,779
.....	119	7,093	1887.....	994	41,199
.....	138	8,011	1888.....	1,119	46,521
.....	175	9,081	1889.....	1,187	48,850
.....	186	9,447	1890.....	1,244	50,899
.....	207	9,717	1891.....	1,301	52,543
.....	217	10,588	1892.....	1,382	54,406
.....	238	11,441	1893.....	1,464	57,048
.....	245	11,269	1894.....	1,557	59,808
.....	256	11,587	1895.....	1,614	61,271
.....	267	11,750	1896.....	1,719	63,087
.....	284	13,186	1897.....	1,794	64,602
.....	295	13,424	1898.....	1,827	65,170
.....	311	13,888	1899.....	1,802	65,289
.....	333	14,847	1900.....	.....	.....
.....	343	15,319	1901.....	1,647	64,918
.....	366	15,957	1902	1,679	66,399

TABLE D.

SCHOOLS.	NUMBER OF PUPILS BETWEEN THE AGES OF																Totals.
	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	
Baltimore City College								1	21	97	178	157	102	47	18	1	622
Eastern High School									10	43	72	122	69	34	21		371
Western "									11	88	213	209	167	80	33	6	807
Balto Polytechnic Inst									5	43	68	63	40	19	10	4	258
Col'd High School									5	18	29	41	57	59	34	19	262
Totals								1	58	289	560	592	435	239	116	30	2320
Group A	32	292	298	343	345	330	253	269	186	105	42	9					2504
" B	82	404	323	382	310	385	324	306	196	126	35	9			1		2883
" C	58	257	415	407	416	420	367	264	233	128	39	9	5				3118
" D	69	374	358	379	364	381	336	249	169	65	16						2760
" E	58	361	335	380	388	379	377	306	217	128	36	7					2972
" F	34	296	311	319	307	347	305	341	283	160	72	25	5				2805
" G	84	322	326	392	373	399	327	332	229	105	47	4					2940
" H	80	185	256	281	315	312	266	268	216	170	90	35	15	2	1		2492
" I	46	219	272	269	324	320	310	308	302	187	85	19	3				2664
" J	31	374	408	482	408	425	368	333	248	104	41	6					3228
" K	92	299	340	295	373	404	408	386	320	217	133	46	10				3328
" L	19	85	92	101	115	102	95	75	38	24	7						753
" M	74	335	376	371	398	408	360	349	303	173	76	18	1				3242
" N	35	340	391	414	387	384	338	281	228	136	79	23	6	8			3050

Group O	39	332	362	379	344	389	342	338	240	125	75	18	2	1	.....	.....	2987
" P	14	198	279	256	269	299	223	208	146	85	31	10	.....	.....	.....	.....	2018
" Q	47	288	332	363	358	300	310	253	253	234	152	55	8	5	.....	.....	2958
" R	30	197	274	282	305	305	315	268	247	164	88	37	6	.....	2	.....	2520
" S	11	187	209	223	204	216	214	207	218	158	106	40	13	2	1	.....	2009
" T	29	120	104	142	176	178	234	263	252	218	144	47	8	2	.....	.....	1917
" U	19	166	215	250	277	357	337	318	249	203	109	31	10	.....	.....	.....	2541
" V	80	378	360	429	458	471	424	363	269	190	78	22	3	.....	.....	.....	3525
" W	27	188	209	219	243	208	185	149	108	59	27	5	2	.....	.....	.....	1629
" X	35	132	144	162	182	202	187	213	211	204	96	41	24	5	1	.....	1839
Colored Practice Schools	12	166	143	190	154	165	165	107	100	53	20	1	.....	.....	.....	.....	1276
	1137	6495	7132	7710	7793	8086	7371	6754	5461	3521	1724	517	121	25	6	.....	63953
Training Schools	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	126
Grand Total	1137	6495	7132	7710	7793	8086	7371	6755	5519	3810	2284	1109	556	264	122	30	66399

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE E.

STATEMENT SHOWING THE NUMBER OF PUPILS IN EACH GRADE.

SECONDARY SCHOOLS.	Fifth Year.		Fourth Year.		Third Year.		Second Year.		First Year.		Totals.		GRAND TOTALS.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Baltimore City College	35		39		97		190		261		622		622
Eastern High School				61		82		85		143		371	371
Western High School				98		116		230		363		807	807
Baltimore Polytechnic Institute			14		29		75		140		258		258
Colored High School			16	20	11	32	21	40	49	73	97	165	262
Training Classes at B. C. C.	5										5		5
Training Classes at W. H. S		97										97	97
Training Classes at Col'd High School	4	20									4	20	24
	44	117	69	179	137	230	286	355	450	579	986	1460	2446

TABLE E—Continued.

SCHOOLS.	Eighth Grade.		Seventh Grade.		Sixth Grade.		Fifth Grade.		Fourth Grade.		Third Grade.		Second Grade.		First Grade.		Totals.		GRAND TOTALS.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group A, School No. 3	....	....	....	....	....	....	....	....	....	....	79	71	122	104	134	170	335	345	680
" " 24	....	....	....	....	....	....	....	....	....	....	86	82	95	68	119	88	300	238	538
" " 38	....	....	....	....	....	....	....	....	....	....	53	62	44	40	55	64	152	166	318
" " 47	13	23	57	55	78	74	99	110	218	241	....	....	....	....	....	....	465	503	968
	13	23	57	55	78	74	99	110	218	241	218	215	261	212	308	322	1252	1252	2504
Group B, School No. 6	....	....	....	....	....	....	....	....	....	....	67	73	90	94	109	121	266	288	554
" " 23	....	....	....	....	....	....	....	....	....	....	36	45	83	117	135	131	254	293	547
" " 25	....	....	....	....	....	....	....	47	41	....	60	65	91	80	160	143	352	335	687
" " 42	24	33	30	53	95	60	127	65	164	101	38	41	....	....	....	....	480	351	831
" " 108	....	....	....	....	....	....	....	....	12	16	16	21	25	29	61	84	114	150	264
	24	33	30	53	95	60	127	112	217	117	217	245	289	320	465	479	1466	1417	2883

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE E—Continued.

SCHOOLS.		Eighth Grade.		Seventh Grade.		Sixth Grade.		Fifth Grade.		Fourth Grade.		Third Grade.		Second Grade.		First Grade.		Totals.		GRAND TOTALS.
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group C, School No.	17									38	57	57	78	98	75	119	105	312	315	627
" "	28											63	60	124	108	127	105	314	273	587
" "	33									39	1	73	73	133	117	129	118	374	309	683
" "	35							17	32	44	40	35	58	64	55	102	80	262	265	527
" "	70	32	33	25	45	71	67	110	159	55	97							293	401	694
		32	33	25	45	71	67	127	191	176	195	228	269	419	355	477	408	1555	1563	3118
Group D, School No.	2									13	20	75	75	62	57	126	179	276	331	607
" "	8							36	41	64	84	80	58	53	40	110	91	343	314	657
" "	93	13	27	24	20	40	41	69	69	134	122	108	144	146	169	176	194	710	786	1496
		13	27	24	20	40	41	105	110	201	226	263	277	261	266	412	464	1329	1431	2760

"	"	36	....	....	....	....	....	....	....	....	....	....	67	50	75	59	55	78	197	182	379
"	"	77	29	31	37	43	73	83	122	107	148	154	....	....	....	....	....	....	409	418	827
"	"	97	15	6	25	16	21	19	49	35	46	50	68	48	48	51	56	50	328	275	603
			44	37	62	59	94	102	171	142	194	247	282	247	287	291	372	341	1506	1466	2972
Group F, School No.		5	....	....	....	....	....	....	27	24	12	41	87	106	135	151	190	149	451	471	922
"	"	26	....	....	....	....	....	....	12	18	15	24	36	70	55	44	90	84	208	240	448
"	"	71	15	28	48	50	94	71	63	60	104	47	....	....	....	....	....	....	324	256	580
"	"	101	6	10	5	24	16	33	63	80	....	....	....	....	....	....	....	....	90	147	237
"	"	111	....	....	....	....	....	....	....	....	31	38	44	63	57	82	136	167	268	350	618
			21	38	53	74	110	104	165	182	162	150	167	239	247	277	416	400	1341	1464	2805
Group G, School No.		7	....	....	....	....	....	....	....	....	....	....	40	57	49	91	134	141	223	289	512
"	"	43	11	17	21	20	36	37	45	45	42	85	75	86	140	139	158	182	528	611	1139
"	"	73	8	16	11	26	38	41	51	57	62	61	44	47	86	61	37	14	337	323	660
"	"	105	....	....	....	....	....	....	....	....	53	38	46	65	82	88	131	126	312	317	629
			19	33	32	46	74	78	96	102	157	184	205	255	357	379	460	463	1400	1540	2940
Group H, School No.		16	....	....	....	....	....	....	....	....	....	....	61	63	78	65	103	03	242	231	473
"	"	32	....	....	....	....	....	....	....	....	....	....	76	90	88	67	66	104	230	261	491
"	"	45	27	41	34	42	64	54	83	74	102	97	....	....	....	....	....	....	310	308	618
"	"	49	....	....	9	6	4	8	11	6	21	11	20	11	15	17	27	21	107	80	187
"	"	113	6	20	15	31	25	35	33	48	28	60	49	57	53	62	105	96	314	409	723
			33	61	58	79	93	97	127	128	151	168	206	221	234	211	301	324	1203	1289	2492

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE E—Continued.

SCHOOLS.		Eighth Grade.		Seventh Grade.		Sixth Grade.		Fifth Grade.		Fourth Grade.		Third Grade.		Second Grade.		First Grade.		Totals.		GRAND TOTALS.
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group I, School No.	20	....	....	....	....	....	....	....	....	10	86	181	163	251	228	312	305	754	782	1536
" "	80	49	82	72	96	124	153	146	179	136	91	....	....	....	....	....	....	527	601	1128
		49	82	72	96	124	153	146	179	146	177	181	163	251	228	312	305	1281	1383	2664
Group J, School No.	37	....	....	....	....	....	....	....	....	....	....	76	82	104	106	168	143	348	331	679
" "	90	....	....	....	....	....	....	17	16	39	48	20	24	43	62	97	95	216	245	461
" "	94	....	....	25	27	58	43	61	71	123	97	82	110	72	85	195	189	616	622	1238
" "	99	25	20	23	21	31	53	36	36	75	73	55	45	92	74	111	80	448	402	850
		25	20	48	48	89	96	114	123	237	218	233	261	311	327	571	507	1628	1600	3228

Group K, School No.	50							11	28	21	25	23	26	30	42	44	44	129	165	294
" "	51	21	22	36	44	49	35	75	57	82	66	72	59	83	80	120	103	538	466	1004
" "	52	30		42		65		74		41				52				304		304
" "	53		70		79		102		141		134		42		106		162		936	936
" "	54							39		42		120		129	46	180	10	510	56	566
" "	115	5	4	3	13	2	2	13	14	12	12	17	19	23	31	20	29	95	124	219
		56	96	81	136	116	139	212	240	198	237	232	246	317	305	364	348	1576	1747	3323
Group L, School No.	76			13	8	20	20	42	34	54	38	74	102	91	75	96	86	390	363	753
Group M, School No.	4									15	69	86	66	96	73	111	135	308	343	651
" "	29									34	42	32	42	59	50	78	74	203	208	411
" "	44	30	22	71	34	54	62	85	110	40								280	228	508
" "	92	12	11	14	11	39	27	36	48	83	74	76	83	72	84	74	94	406	432	838
" "	106					16	18	20	20	35	60	64	114	86	99	169	133	390	444	834
		42	33	85	45	109	107	141	178	207	245	258	305	313	306	432	436	1587	1655	3242
Group N, School No.	12											75	89	96	88	148	132	319	309	628
" "	22											82	51	65	96	159	124	306	271	577
" "	34									25	62	42	73	95	85	154	122	316	342	658
" "	72	13	20	31	28	39	49	106	119	145	161							334	377	711
" "	102	10	14	9	19	9	17	15	15									43	65	108
" "	109									28	18	32	24	37	50	92	87	189	179	368
		23	34	40	47	48	66	121	134	198	241	231	237	293	319	553	465	1507	1543	3050

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE E—Continued.

SCHOOLS.		Eighth Grade.		Seventh Grade.		Sixth Grade.		Fifth Grade.		Fourth Grade.		Third Grade.		Second Grade.		First Grade.		Totals.		GRAND TOTALS.
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group O, School No.	10	.....		.....		.....		20	14	41	28	56	13	84	86	27	36	228	177	405
" "	19	.....		.....		.....		.....		20	19	81	103	108	65	169	169	378	356	734
" "	30	12	15	.....	33	24	20	36	85	63	77	61	105	39	48	46	39	281	422	703
" "	48	22	30	45	22	50	63	80	43	45	43	.....	.....	.....	.....	.....	.....	242	201	443
" "	114	.....	.....	.....	.....	.....	2	5	1	29	48	42	59	79	81	171	185	326	376	702
		34	45	45	55	74	85	141	143	198	215	240	280	310	280	413	429	1455	1532	2987
Group P, School No.	66	7	10	6	18	12	20	23	24	19	20	.....	.....	.....	.....	.....	.....	67	92	159
" "	67	.....	.....	.....	.....	.....	.....	.....	..	19	15	38	53	18	27	54	58	129	153	282
" "	68	4	14	9	12	23	13	28	24	36	37	40	36	43	33	80	52	263	221	484
" "	96	7	4	18	11	22	28	50	48	77	110	59	68	53	40	97	88	383	397	780
" "	98	.....	.....	.....	.....	.....	.....	.....	..	.....	...	51	60	58	69	48	27	157	156	313
		18	28	33	41	57	61	101	96	151	182	188	217	172	169	279	225	999	1019	2018

Group Q, School No.	11	..	....	....	..	....	....	....	....	....	....	153	181	153	81	248	193	554	555	1109
" "	63	14	13	35	30	30	38	40	38	35	42	19	21	43	37	54	53	270	272	542
" "	65	1	6	6	10	9	22	21	13	33	16	26	19	33	38	66	40	195	164	359
" "	78	40	52	47	76	94	83	65	118	76	66	..	....	....		...	....	322	395	717
" "	103	10	11	13	21	35	40	21	21	1	2	1	2	7	6	27	13	115	116	231
		65	82	101	137	168	183	147	190	145	126	199	223	236	262	395	299	1456	1502	2958
Group R, School No.	15	....	....	....	....	....	....	....	....	....	....	130	116	115	104	99	91	344	311	655
" "	31	....	....	....	....	....	...	19	28	37	49	53	31	53	48	77	68	239	224	463
" "	39	....	....	....	....	....	....	24	39	40	48	45	47	60	73	55	59	224	266	490
" "	75	37	64	67	92	89	115	99	119	98	132	....	....	....	....	....	....	390	522	912
		37	64	67	92	89	115	142	186	175	229	228	194	228	225	231	218	1197	1323	2520
Group S, School No.	82	6	2	11	9	13	38	34	57	14	29	37	28	....	....	....	....	115	163	278
" "	95	12	15	16	19	33	7	28	20	48	36	52	37	83	72	101	91	373	297	670
" "	110	6	13	13	24	18	58	23	39	36	80	54	92	90	126	190	199	430	631	1061
		24	30	40	52	64	103	85	116	98	145	143	157	173	198	291	290	918	1091	2009
Group T, School No.	46	39	41	50	49	63	65	68	48	35	37	28	16	....	....	...	....	283	256	539
" "	79	81	45	53	55	77	70	67	57	60	64	48	55	54	34	42	40	482	420	902
" "	91	9	3	6	11	14	13	13	13	24	22	37	51	39	45	87	89	229	247	476
		129	89	109	115	154	148	148	118	119	123	113	122	93	79	129	129	994	923	1917

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE E—Continued.

SCHOOLS.		Eighth Grade.		Seventh Grade.		Sixth Grade.		Fifth Grade.		Fourth Grade.		Third Grade.		Second Grade.		First Grade.		Totals.		GRAND TOTALS.
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group U, School No.	14	....	....	....	....	....	....	50	...	86	75	71	75	78	53	53	64	338	267	605
" "	21	....	....	....	....	....	....	....	...	16	21	59	55	53	52	102	87	230	215	445
" "	61	44	43	41	71	64	69	57	66	35	54	60	31	42	48	36	54	379	436	815
" "	81	21	30	39	60	52	70	97	92	113	102	....	....	....	....	....	....	322	354	676
		65	73	80	131	116	139	204	158	250	252	190	161	173	153	191	205	1269	1272	2541
Group V, School No.	59	....		....	....	4	6	7	9	6	5	8	6	5	4	12	8	42	39	81
" "	60	6	19	16	22	39	41	55	42	68	79	78	75	112	96	99	95	473	469	942
" "	62	....	..	..	....	....	....	....	....	14	16	50	55	71	66	78	66	213	203	416
" "	64	2	2	4	5	5	4	9	8	8	7	16	5	5	9	18	11	67	51	118
" "	112	....	..	....	....	....	....	16	107	30	134	16	200	53	294	148	375	263	1110	1373
" "	118	....	..	....	....	....	....	47	....	80	....	88	...	183	....	197	....	595	.....	595
		8	21	20	27	48	51	134	166	206	241	256	341	429	469	552	555	1653	1872	3525

" " 58	5	....	7	13	12	9	17	14	20	21	35	29	37	31	37	48	170	165	335
	10	15	22	33	49	42	67	57	107	107	144	148	205	184	207	232	811	818	1629
Group X, School No. 1	16	....	27	....	47	....	66	....	77	....	106	....	78	....	124	....	541	.....	541
" " 9	....	26	....	38	....	60	....	73	....	72	....	84	....	128	23	121	23	602	625
" " 100	10	16	12	24	21	35	26	49	26	37	30	49	15	36	55	77	195	323	518
Preparatory Classes	35	49	34	37	....	....	....	....	....	....	....	....	....	....	....	....	69	86	155
	61	91	73	99	68	95	92	122	103	109	136	133	93	164	202	198	828	1011	1839
Col'd Practice Schools:																			
School No. 107	....	....	....	....	....	....	....	35	....	50	....	126	....	198	....	279	.....	688	688
" " 116	....	....	....	....	....	....	41	....	54	....	89	....	138	....	266	....	588	.....	588
							41	35	54	50	89	126	138	198	266	279	588	688	1276
TOTALS	845	1178	1270	1593	2048	2226	3095	3352	4122	4463	4921	5384	6181	6194	8695	8407	31189	32764	63953

TABLES ACCOMPANYING SUPERINTENDENT' REPORT.

TABLE E—Concluded.

RECAPITULATION.

	Males.	Females.	Totals.
Number in fifth year, Baltimore City College	35		35
" fourth year, Secondary Schools	69	179	248
" third year, Secondary Schools	137	230	367
" second year, Secondary Schools	286	355	641
" first year, Secondary Schools	450	579	1,029
Training Classes at B. C. C.	5	.....	5
Training Classes at W. H. S.	.....	97	97
Training Classes at Col'd H. S.	4	20	24
Totals	986	1,460	2,446
Number in Grammar, eighth grade	845	1,178	2,023
" seventh "	1,270	1,593	2,863
" sixth "	2,048	2,226	4,274
" fifth "	3,095	3,352	6,447
" fourth "	4,122	4,463	8,585
Totals	11,380	12,812	24,192
Number in Primary, third grade	4,921	5,384	10,305
" second "	6,180	6,174	12,354
" first "	8,695	8,407	17,102
Totals	19,796	19,965	39,761
Number in Secondary Schools	986	1,460	2,446
" Grammar grades	11,380	12,812	24,192
" Primary grades	19,796	19,965	39,761
Totals	32,162	34,237	66,399

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

MANUAL TRAINING CENTERS.

	Location.	Instructor.	Grades.	Groups.	No. of Pupils.		Total.
					Boys.	Girls.	
Boys' Center No. 1	Hopkins avenue and Federal street	Warren S. Seip	7th and 8th.	F, H, I and J.	345	.....	345
Boys' Center No. 2	Fayette and Greene streets	Frank Waterman	7th and 8th.	X, N, R, T and S	318	.....	318
Boys' Center No. 3	Gilmor and Pressman streets	Geo. P. McCeney	7th and 8th.	O, Q, T, U, V and W	362	.....	362
Girls' Center, Cooking No. 1	Hopkins avenue and Federal street	Edith Brown	8th	E, F, H, I and J	.....	204	204
Colored Center, Boys	Pennsylvania avenue and Dolphin street.	Levi V. Moore.	7th and 8th.	F, H. N, Q. S, and X	111	.....	111

PAPERS RELATING
—TO—
BALTIMORE CITY COLLEGE.

FACULTY.

FRANCIS A. SOPER, A M., PRINCIPAL,
Higher Mathematics.
CHARLES F. RADDATZ, VICE-PRINCIPAL,
German.
POWHATAN CLARKE, M. D.,
Chemistry and Physical Geography.
A. Z. HARTMAN, A. M.,
Latin and Greek.
JOSEPH H. ELLIOTT, SECRETARY OF FACULTY,
Commercial Subjects and Penmanship.
S. F. NORRIS,
Astronomy and Mathematics.
ALEXANDER HAMILTON,
Mathematics.
G. EMORY MORGAN, A. M.,
Latin.
PHILIP H. FRIESE,
Zoology, Botany and Physical Geography.
JULIUS G. MILLER,
Mathematics.
JOHN F. ARTHUR,
English.
B. WHEELER SWEANY,
Drawing.
WILBUR F. SMITH,
English.
ARISTO M. SOHO, PH. D.,
French and Latin.
ROBERT H. WRIGHT, B. S.,
History and Civics.
DAVID E. WEGLEIN, A. B.,
Pedagogy, Latin and Physical Geography.
RICHARD C. WILLIAMS, A. B.,
Latin.
CHARLES M. SMITH,
Stenography and Type-writing.
ERNEST J. BECKER, PH. D.,
German and English.
PERCY L. KAYE, PH. D.,
History.
LEWIS M. DOUGAN, A. M.,
English.
CHARLES F. E. SCHULZ,
Physical Training.

Table showing the subjects taught in the Baltimore City College; also the number of classes in each subject, and the number of students pursuing each subject.

Subjects.	First Year.		Second Year.		Third Year.		Fourth Year.		Fifth Year.		Training class	
	Classes.	Students.	Classes.	Students.	Classes.	Students.	Classes.	Students.	Classes.	Students.	Classes.	Students.
English	7	292	5	218	3	101	1	39	1	33		
German			5	208	3	81	1	30	1	31		
French					2	81	1	20	1	25		
Latin	7	279	4	165	2	47	1	27	1	25		
Greek			1	18		10		3	1	6		
Algebra	7	292										
Geometry			3	128								
Trigonometry					2	69						
Analytic Geometry							1	35				
Calculus									1	31		
Physical Geography and Botany	6	260										5
Zoology			2	59								
Chemistry					3	95	1	18	1	7		
Psychology								10		31		5
Astronomy									1	28		
History	6	255	3	93	1	40	1	16				
Civics							1	16				
History of Education								7		7		5
Pedagogy											1	5
Bookkeeping			2	80	1	22						
Commercial Arithmetic			2	80								
History of Commerce					1	25						
Stenography					1	28	1	12	1	9		
Type-writing							1	12	1	9		
Drawing	7	292	5	218	2	34				22		
Physical Culture	2	72	3	122	2	33		10				

.. Graduates ..

1902.

Raymond Rodolpher Almy,
Louis Baum,
Benjamin Abram Bernstein,
John Wise Bosley,
Thomas Bowers Hynson Brown,
Theodore Cooke Callahan,
James Irving Clark,
John Francis Cremen,
Paul Brown Dunbar,
Jesse Stuart Edwards,
Robert Brawner Ennis,
Charles Markell Falconer,
Arthur Virdin Foard,
William Conrad Fritz,
Leman Edwin Goldman,
Stewart Hill,
John Frederick Hawkins, Jr.,
Charles John Hines,
Samuel Rankin Kane,
Leo Karlinsky,
Arthur Warren Koerner,
George Lewis,
Harmon Vail Morse,
George Pausch,
Nathan Pumphrey Pitcher,
Albert David Rittenhouse,
George Silas Russell,
Archibald Howard Scally,
George Preston Shamer,
Frank Joseph Siegel,
Elmer Carleton Smith,
William Ringgold Straughn,
Edward Milton Wimmer, Jr.,
Gustav Herman Woltereck.

.. Recipients of Peabody Prizes ..

OF THE FIRST GRADE—$100 EACH.

Benjamin Abram Bernstein, Leo Karlinsky,
Paul Brown Dunbar.

OF THE SECOND GRADE—$50 EACH.

John Wise Bosley, Leman Edwin Goldman,
George Pausch, Charles Markell Falconer.

.. Recipient of the Frederick Raine Medal ..

Edward Milton Wimmer, Jr.

ROLL FOR THE YEAR 1902.

Number of students on roll December 31, 1901	619
Number admitted by promotion during 1902	280
Number admitted from private schools during 1902	17
Whole number on roll during 1902	916
Number withdrawn during 1902	265
Number graduated in June, 1902	34
Number re-entered during 1902	5
Number on roll December 31, 1902	622
Average attendance during 1902	560.8
Average number on roll during 1902	596
Percentage of attendance for the year	94.09
Number on roll June 30, 1902	527
Number returned after summer vacation	378
Number of new students entered after September 15, 1902	297
Whole number on roll from September 15 to December 31, 1902	675
Whole number withdrawn from September 15 to December 31, 1902	53

PAPERS RELATING
——TO THE——
EASTERN HIGH SCHOOL.

FACULTY.

WILLIAM F. WARDENBURG, PRINCIPAL,
Astronomy, Trigonometry.

LAURA V. DE VALIN, FIRST ASSISTANT,
English.

ELIZA E. NICOLAI,
English.

M. MATILDA MULLIN,
Drawing.

LEONORA E. CARPENTER,
History.

SUE M. LOHRFINCK,
English.

MARY C. BASIL,
Algebra.

KATHERINE M. LEWIS,
English, Geometry.

THEODOCIA B. MAHON,
ook-Keeping, Commercial Arithmetic, Political Economy, Commercial Law.

MARGARET GARRETT,
Latin.

ANNA B. DIETRICHS,
German.

MARY McLEAN,
English, Latin.

REBECCA B. BROOKS,
Physical Geography, History.

IDA NEUMAN,
Botany, Zoology.

CHARLES M. SMITH,
Stenography, Typewriting.

MARTHA E. WIMER,
French.

HELEN M. PLACE,
Music.

The following table shows the subjects taught in the Eastern High School, the number of classes in each subject, and the number of pupils studying each subject:

Subjects.	First Year.		Second Year.		Third Year.		Fourth Year.	
	Classes.	Pupils.	Classes.	Pupils.	Classes.	Pupils.	Classes.	Pupils.
Algebra	4	143						
Astronomy							1	20
Book-keeping			1	20	1	40	1	17
Botany	4	88						
Commercial Arithmetic			1	20				
Commercial Law							1	17
Civics							1	51
Drawing	4	143	3	85	2	64	3	43
English	4	143	3	85	2	82	3	61
French					1	26		
Geometry			2	64	1	21		
German			3	80	2	79	3	55
History	4	143			1	39	1	51
History of Education							1	22
Latin	3	85	2	40	1	33	1	10
Music	4	143	3	85	2	82	3	61
Phonography and Typewriting					1	40	1	17
Physical Culture	4	143	3	84	2	80	3	61
Physical Geography	4	88						
Political Economy							1	17
Trigonometry							1	22
Zoology			3	83				

ROLL FOR THE YEAR 1902.

Number of Pupils on roll December 31, 1901	350
Number admitted by promotion during 1902	151
Number admitted from private schools during 1902	2
Number admitted from other public school systems during 1902	4
Number admitted by transfer during 1902	2
Total number in school during year 1902	509
Average enrollment	343
Average attendance (91.3 per cent)	313
Number withdrawn during 1902	83
Number transferred during 1902	3
Number graduated in 1902	52
Number on roll December 31, 1902	371

GRADUATES.

Ada Adler,
/irginia Bacon,
Robinson Barber,
arron,
Evelyn Bell,
ıdna Bennett,
Estelle Bramble,
Buck,
ɔbb Bush,
:th Davis,
:th Dittman,
Adella Eitel,
ıngela Farrell,
Marion Fick,
le Lillian Flaherty,
'eresa Gallagher,
mina Amelia Gerbode,
Augusta Giessmann,
Margaret Glantz,
ɔdman,
Grollman,
Hancock,
Dorothea Huber,
Jefferson,
Baker Johnston,
Ellen Kirby,
Willie May Landon,
Maud Covington Lewis,
Camilla Irene Linderman,
Emma Lohrfink,
Alma Martin,
Irene Bond McCaulley,
Laura Elliott McClain,
Elizabeth F. Miles,
Mary L. Mister,
Pamela Mowery,
Anna Magdalene Naumann,
Elsie Oriole Oliver,
Lillian Wilhelmina Prinz,
Blanche Gertrude Roberts,
Marion Pentz Sanner,
Katherine Anna Schneider,
Lindred Naomi Scott,
Emma Copenhaver Shafer,
Louise Singley,
Valborg Steen,
Anna A. Stuckert,
Mary Francis Sultzer,
Bessie Gertrude Thomas,
Ada Littleton Wilcox,
Florence Ruth Wright,
Mary Isabelle Wyman.

RECIPIENTS OF PEABODY MEDALS.

FIRST GRADE.

Emma Lohrfink,
Mary Isabelle Wyman,
Maud Covington Lewis,
Helen Robinson Barber,
Minnie Baker Johnston.

SECOND GRADE.

Joanna Augusta Giessmann,
Valborg Steen,
Rae Goodman,
Mary Teresa Gallagher,
Louise Dorothea Huber,
Ruby Adna Bennett,
Mary Angela Farrell,
Mary Frances Sultzer,
Minnie Margaret Glantz,
Ada Littleton Wilcox.

HONORABLE MENTION.

Laura Marion Fick,
Annie Jefferson,
Florence Ruth Wright,
Louise Singley,
Marion Pentz Sanner,
Bessie Gertrude Thomas,
Carrie Evelyn Bell,
Lillian Hancock,
Mary Ellen Kirby,
Katherine Anna Schneider.

PAPERS RELATING
—TO—
WESTERN HIGH SCHOOL.

FACULTY.

HENRY S. WEST, PH. D., PRINCIPAL,
English.

LOUISA C. SAUMENIG, FIRST ASSISTANT AND SECRETARY,
Mathematics.

PAMELA A. HARTMAN,
History, Latin.

JANE S. WILLIAMS,
Commercial Studies.

HENRIETTA C. ADAMS,
History.

ANNA P. TUDOR,
Latin.

FRANCES RUTTER,
History.

ROBERTA DAVIS,
Drawing.

IMOGEN GEORGE,
English.

ELIZABETH HELSBY,
Drawing and Algebra.

ANNIE W. NICHOLSON,
Latin.

M. THERESA DALLAM,
English.

ANNE E. WELTY,
Mathematics.

AUGUSTA F. DITTY,
English.

LOUISE E. THALWITZER,
German.

LIDA S. ECKEL,
Science.

MARY E. HUDGINS,
Latin.

LIZETTE W. REESE,
English.

EMILIE S. REINHARD, A. B.,
German.

MARTHA E. WIMER,
French.

NELLIE M. O'CONNOR,
Mathematics.

EMMA C. BASS, A. B.,
Science and History.

HENRIETTA G. BAKER,
Music.

HELEN B. DOLL, A. B., SPECIAL ASSISTANT,
History and Algebra.

FLORA M. PFOUTZ, SPECIAL ASSISTANT,
Stenography and Typewriting.

HENRIETTA G. PENDLETON, SPECIAL ASSISTANT,
English.

COURSES OF STUDY

During the First Semester of 1902-3.*

FIRST YEAR.

Class A.—10 sections; 363 pupils. Required: English and algebra.

Elective: Latin, 7 sections (273 pupils); Ancient History, 9 sections (327 pupils); Physical Geography and Botany, 4 sections (126 pupils).

SECOND YEAR.

Class B.—7 sections; 230 pupils. Required: English and Plane Geometry (except in the Commercial Course).

Elective: Latin, 4 sections (144 pupils); German, 5 sections (168 pupils); Plane Geometry, 5 sections (170 pupils); Mediæval History, 1 section (29 pupils); French, 1 section (45 pupils); Commercial Studies (Book-keeping and Com. Arithmetic), 2 sections (54 pupils).

THIRD YEAR.

Class C.—4 sections; 116 pupils. Required: English.

Elective: Latin, 2 sections (54 pupils); German, 3 sections (88 pupils); French, 2 sections (57 pupils); English History, 2 sections (70 pupils); Physics, 1 section (28 pupils); Commercial Studies (Book-keeping, History of Commerce, and Stenography), 1 section (24 pupils).

FOURTH YEAR.

Class D.—3 sections; 98 pupils.

Elective: English, 3 sections (98 pupils); Latin, 1 section (25 pupils); German, 3 sections (95 pupils); French, 1 section (17 pupils); United States History and Civics, 2 sections (50 pupils); Stenography and Typewriting, 1 section (20 pupils).

Required in Teachers' Preparatory Section (47 pupils): English, United States History and Civics, Pedagogy.

In addition to the foregoing principal studies, nearly all pupils in each year were taking Drawing and Music.

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*N. B.—All figures in this report are of December 31, 1902, and the items under elective studies do not include certain girls in each year working under special schedules, different from the schedule of any section. Of course the subjects under "Required" do not include all the work that is obligatory; the full requirements for diploma can be found in the Rules of the Pr of Studies.

ENROLLMENT FOR 1902.

On roll January 1		680
On roll June 30		589
On roll September 30		854
On roll December 31		807
On roll June 30		589
Re-entered during September		6
Admitted by promotion from Grammar Schools		380
Admitted during September from schools other than Baltimore Grammar Schools		25
		1,000
Graduated in June	97	
Withdrawn during vacation	49	
		146
On roll September 30		854
Admitted September 30 to December 31		6
Re-entered September 30 to December 31		3
		863
Withdrawn September 30 to December 31		56
On roll December 31		807

Numerical change in the various classes during 1902:

	1st Year.	2d Year.	3d Year.	4th Year.	Total.
On roll January 1	320	150	112	98	680
On roll June 30	262	124	106	97	589
Decrease January to June	58	26	6	1	91
On roll September 30	398	232	123	101	854
On roll December 31	363	230	116	98	807
Decrease from Sept. to Dec.	35	2	7	3	47

Whole number on roll during 1902 1,091

323339

GRADUATES—1902.

Alley, Birdie Carter
Arnold, Elsie May
Bain, Edith
Baker, Catherine Blanche
Bartkowska, Emma
Beall, Lillian Eva
Beck, Etta
Blankenship, Anne-Belle
Briscoe, Henrietta Elizabeth
Buchholtz, Emily Lenore
Bueschel, Helen
Carey, Laura Gertrude
Church, May Merrill
Cohen, Minnie
Cooney, Annie Loretta
Cooney, Gertrude Lawrence
Crabbe, Lucy Virginia
Crisp, Stella
Dawkins, Frances Alethea
Devan, Anna Cecilia
Downs, Edna Florence
Eccleston, Bessie Louise
Emory, Julia Ridgely
Eversfield, Emily Wellie
Fenneman, Florence May
Forrester, Julia Virginia
Fox, M. Elsie
Friend, Charlotte May
Fuss, Bessie Enola
Gallaway, Mary Grace
Gatchell, S. Lillian
Gilbert, Florence E.
Goodwin, L. Estelle
Greenbaum, Helen Rosa
Griffin, Nettie Rea
Hamilton, Virginia Taylor
Harig, Edna Anna
Haulenbeek, Irene
Heinz, Ada Elizabeth
Herring, Estelle Cobb
Hewes, Rachel Thomas Ellicott
Hill, Susie Stewart
Hindman, Susan Emily
Hoffman, Florence May
Holston, Helen Blakeney
Hopkins, Alice May
Hunter, Mary Luella
Johnson, Helen May
Knorr, Helen M.
Koenig, Menetta Elizabeth
Kratz, Margaret Theresa
Lemkul, Marie Louise
Levin, Mignon
Lion, Hermine C.
Luntz, Annie Pearl
Marchant, May Gertrude
Marshall, Miriam
McCann, Gulielma Penn
McCleary, Mary Elizabeth
McCubbin, Jessie Cecelia
Miles, M. Marie
Miller, Mary Evelyn
Murphy, Mary Joseph
Neuhaus, Josephine Alvina
Nickel, Emma Elizabeth
Noonan, Margaret Rose
Ogier, Helen Jane
Omohundro, Lena Katherine
Osing, Leila Richardson
Pfefferkorn, Blanche
Price, Edith
Rand, May Gartside
Randall, Alice Jones
Reid, Crawford Wellington
Remare, Mildred Wurth
Richardson, Helen Linthicum
Rosenburg, Sadie
Rothholtz, Frieda
Scharf, Helena Clara
Schultz, Anna May
Seward, Edith Evelyn
Sibley, Vida Langtry
Smith, Daisy Elizabeth
Spengler, Ethel Margaret
Starr, Mary Eleanor
Stephens, Lillian Yolande
Strauss, Belle
Tolson, May Elizabeth
Turner, Maude
Walker, Mary Emeline
Walsh, Nannie Ward
Webb, Viola
White, Anna Belle
White, Jesse K. Wagner
Wirth, Lillian Marie
Wood, Margaret Cornelia.
Kiel, Cathryn Rena Estelle

RECIPIENTS OF PEABODY MEDALS.

FIRST GRADE.

Elsie May Arnold
Marie Louise Lemkul
Anna Belle White
Minnie Cohen
Mildred Wurth Remare.

SECOND GRADE.

Blanche Pfefferkorn
Sadie Rosenburg
Estelle Cobb Herring
Irene Haulenbeek
Helena Clara Scharf,
Mignon Levin
Miriam Marshall
Margaret Theresa Kratz
Florence May Fenneman,
S. Lillian Gatchell

Honorable Mention.

Lena Katherine Omohundro
Belle Strauss
Etta Beck
Helen M. Knorr
Mary Elizabeth McCleary
L. Estelle Goodwin
Helen Rosa Greenbaum
Leila Richardson Osing
Julia Ridgely Emory
Emma Elizabeth Nickel.

Scholarship to Woman's College of Baltimore.

Blanche Pfefferkorn.

PAPERS RELATING

—TO—

BALTIMORE POLYTECHNIC INSTITUTE

FACULTY.

WILLIAM R. KING, U. S. N., *Principal*
and
Head of Department of Engineering.
RICHARD H. UHRBROCK, Ph.B., *Vice-Principal*
and
Head of Department of Mathematics.
WILLIAM H. HALL,
Head of Department of Science.
SAMUEL M. NORTH,
Head of Department of English, including History and Language.

STAFF.

JOHN WARD WILSON, M.D.,
German, English Composition, and Science.
SAMUEL P. PLATT,
Mechanical Drawing and Descriptive Geometry.
OLIVER BACHARACH,
Mathematics.
JOHN H. BRAMBLE,
Mathematics.
JOHN EDWARD BROADBELT, Ph.G.,
Secretary and Science.
JOHN MONTGOMERY GAMBRILL,
History, Civics, and Literature.
CHARLES E. CONWAY,
Engineering and Practice.
GEORGE P. VON EIFF,
Graduate Assistant in Physical Laboratory.

MECHANICAL DEPARTMENT.

WILLIAM G. RICHARDSON,
Machine Work and Engineering Materials.
THOMAS G. FORD,
Pattern-Making, Wood-Turning, and Mechanical Drawing.
WILLIAM A. JONES,
Forge and Sheet-Metal Work.
GEORGE M. GAITHER,
Carpentry and Wood-Carving.

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FACULTY.

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and
Head of Department of Engineering.
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WILLIAM A. JONES,
Forge and Sheet-Metal Work.
GEORGE M. GAITHER,
Carpentry and Wood-Carving.

ROLL.

Number of pupils on roll December 31, 1901	231	
Number admitted by promotion during 1902	112	
Number admitted by transfer during 1902	8	
Number of new pupils admitted during 1902	8	
Total number in school during 1902	359	
Number of 3rd year graduates reentered for 4th year	13	
Number of pupils who left and reentered during 1902	4	376
Number withdrawn during 1902	89	
Number graduated (3-year course) in 1902	20	
Number graduated (4-year course) in 1902	9	118
Number of pupils on roll December 31, 1902		258
Average attendance (94.4 per cent.)	217.5	
Average enrollment	230.4	

Post Graduate Class of '02.

(FOUR YEAR COURSE.)

Joseph M. Beehler,
C. Ernest Conway,
Irving C. Hess,
Andrew J. Lowndes,
Allen L. Malone,
John A. Raidabaugh,
Sidney C. Vincent,
George P. Von Eiff,
Philip H. Zipp.

Class of '02.

Joseph A. Baldwin,
Frank O. Boyd,
John B. Cautley,
Robert Dall,
William L. DeBaufre,
John K. Flickenschildt,
Walter M. Gieske,
Donald S. Hays,
Joseph T. Henthorn,
John S. Hess,
I. Seeley Jones,
D. Frank Lamble,
LeRoy M. Langrall,
H. Quimby Layman,
John G. M. Leisenring,
Wm. N. Michael,
Charles A. Pettit,
William S. Samuel,
G. Forney Shryock,
Charles F. Yardley.

Table showing the number of students pursuing the different subjects of the four-year course of the Baltimore Polytechnic Institute, and the time devoted to each subject.

SUBJECTS.	First Year.			Second Year.			Third Year.			Fourth Year.		
	Number of Students.	Number of Sections.	Periods per week.	Number of Students.	Number of Sections.	Periods per week.	Number of Students.	Number of Sections.	Periods per week.	Number of Students.	Number of Sections.	Periods per week.
Steam Engineering							29	2	4	14	1	3
Mechanics										14	1	3
Mechanical Drawing	140	4	4	75	2	5	29	1	4	14	1	4
Practice	140	4	6	75	2	6	29	2	6	14	1	4
Algebra	140	4	4	75	2	2						
Geometry	140	4	3	75	2	2						
Trigonometry				75	2	2	29	1	3			
Analytic Geometry							29	1	4			
Calculus										14	1	5
Physical Geography	140	4	2									
General Physics	140	4	2									
Heat				75	2	2						
Electricity				75	2	2	29	2	3	14	1	4
Chemistry							29	2	2	14	1	4
Composition and Rhetoric	140	4	2	75	2	2						
Literature	140	4	2	75	2	2	29	2	2			
History	140	4	3									
German				75	2	3	29	2	2			
Civics				75	2	2						
French										14	1	2
Preparation Periods	140	4	2							14	1	1

PAPERS RELATING
—TO—
COLORED HIGH AND TRAINING SCHOOL.

FACULTY.

JAMES H. N. WARING, A. M., M. D., PRINCIPAL,
Pedagogics.

DEPARTMENT OF MATHEMATICS,
Joseph H. Lockerman,
Fannie L. Barbour.

DEPARTMENT OF ENGLISH,
Cora Belle Jackson, A. B.,
Lucy Messer Davis, A. B.

DEPARTMENT OF HISTORY,
Margaret Briggs Gregory.

DEPARTMENT OF LANGUAGES,
Mason Albert Hawkins, A. B.

DEPARTMENT OF PHYSICS AND CHEMISTRY,
Dwight O. W. Holmes, A. B.

DEPARTMENT OF DRAWING,
Daniel A. Brooks.

DEPARTMENT OF MANUAL TRAINING AND MECHANICAL DRAWING,
Ralph Victor Cook, M. E.,
Mechanical Drawing.
Walter Kendress Jones,
Iron and Machine Work.
Levi Vinton Moore,
Wood Work and Electricity.
Laura Elaine Miller,
Domestic Art.
Beulah S. Wilder,
Domestic Art.
Katherine V. Harris,
Assistant in Domestic Art in Practice Schools.

NORMAL DEPARTMENT,
Assistant Teachers,
Lucinda Cook,
Anna O'H. Williamson.

COLORED HIGH AND TRAINING SCHOOL.

TABLE SHOWING ENROLLMENT FOR THE YEAR.

Number of pupils on roll January 1, 1902	232
" " " admitted during year	118
" " " withdrawn during year	64
" " " graduated June, 1902	23
" " " in school December 30, 1902	286
" " " in Normal Department December 30, 1902	58
" " " Academic Course	121*
" " " Manual Training Course	131*
" " " Special Manual Training Course	10
Average attendance of pupils during year	234
Average enrollment of pupils during year	244
Percentage of attendance of pupils during year	96

*Included in these numbers are the 34 pupils of the First Year of the Normal Department.

NORMAL DEPARTMENT.

(UNDERGRADUATE.)

First Year.

Entire time devoted to class work in academic subjects:

Subjects.	Periods per week.
Arithemic	5
Chemistry	4
Composition	2
Cooking	0
Domestic Art	2
Drawing Free-hand	2
Electricity	2
Geography	2
Grammar	3
History	4
Iron Work	2
Literature	3
Music	1
Psychology	1

NORMAL DEPARTMENT.

Second Year.

One-half of each day during the entire year was devoted to observation and practice in schools, and the other half to class work in the normal school.

Table showing time devoted to academic work :

Subjects.	Periods per week.
Algebra	2
Arithmetic	2
Drawing, Free-hand	2
Geography	2
History	2
Language	3
Music	1
Nature Study	1
Pedagogics	2
Phonics	1
Physiology	1
Physical Training	1

ACADEMIC DEPARTMENT.

TABLE SHOWING TIME DEVOTED TO EACH SUBJECT IN EACH YEAR.

Subject.	First Year.	Second Year.	Third Year.	Fourth Year.
Algebra	5	3	2	
Arithmetic				5
Chemistry				3
Composition	2	2	2	2
Domestic Art	2	2	2	2
Domestic Science	0	0	0	0
Drawing, Free-hand	2	2	2	2
Electricity				2
Ethics			1	
Geography	1			2
Geometry	2	3	3	
Grammar				3
History	3	3	4	5
Iron Work	2	2	2	2
Latin	4	4	4	2
Literature	3	2	3	3
Music	1	1	1	1
Physics			4	
Psychology				1
Spelling	2	2		
Wood Work	2	2	2	

DEPARTMENT OF MANUAL TRAINING.

TABLE SHOWING TIME DEVOTED TO EACH SUBJECT IN EACH YEAR.

Subject.	First Year.	Second Year.	Third Year.
Algebra	5	3	2
Composition	3	2	2
Domestic Art	4	4	4
Domestic Science	0	0	0
Drawing, Free-hand	2	2	2
Drawing, Mechanical	2	2	2
Electricity	0		
Ethics	0		1
Geography	1		
Geometry	2	3	3
German	3		
History	3	3	3
Iron Work	4	4	
Latin	0	4	2
Literature	2	3	3
Music	1	1	1
Physics	0	0	4
Spelling	2	1	0
Wood Wook	4	4	0

NUMBER OF PERIODS EACH TEACHER WORKS PER WEEK.

	Algebra.	Arithmetic.	Cooking	Chemistry.	Domestic Art.	Drawing, F.-H.	Drawing, Mech.	English.	Ethics.	Geography.	Geometry.	German.	History.	Iron Work.	Latin.	Physics.	Psychology.	Training Class.	Shop.	Study.	Wood Work.	Total.
Lockerman, J. H.	19	5									6							3		2		35
Barbour, F. L.	13										14									2		29
Jackson, C. B								29														29
Davis, L. M.								28														28
Hawkins, M. A.									2			9			19		1			2		33
Holmes, D. O. W.				6						6						8		4		3		27
Gregory, M. B.													31							2		33
Brooks, D. A.						30												2		1		33
Cook, R. V.							14												15	2		31
Miller, L. E.					28															3		31
Moore, L. P.																					31	31
Jones, W. K														27								27

GRADUATES FROM HIGH SCHOOL,

JUNE 30, 1902.

Bishop, Helen
Bowen, Martha
Brown, Estelle
Burgess, Gertrude
Holmes, Bertha
Johnson, Elizabeth
Lane, Addie
Mason, Corona
Martin, Emma
Purviance, Florence
Smith, Frances
Smith, Annie
Scribner, Belle
Scott, May
Stevens, Emily
Walker, Daisy
Webb, Daisy
Williams, Estelle
Wright, Mary

Bond, Samuel
Carter, Marmaduke
Ebb, Henry
Murray, Louis

ALUMNI MEDAL.

Corona Mason.

HIGH SCHOOL DEPARTMENT.

ACADEMIC.

Table showing number of pupils pursuing each subject in each year –

Subject.	First Year.	Second Year.	Third Year.	Fourth Year.	Special.
Algebra	132	65	44	36	
Arithmetic				36	
Chemistry				36	
Composition	124	63	44	36	
Domestic Art	75	41	32	20	4
Domestic Science	0	0	0	0	
Drawing, Free-hand	129	61	52	35	1
Drawing, Mechanical	85	24	18	34	
Electricity				5	
Ethics			44		
Geography	129			34	
Geometry	132	65	43	36	
Grammar	124			36	
History	132	65	44	36	
Iron Work	48	21	11	11	2
Latin	35	62	25	8	
Literature	124	63	44	36	
Music	132	65	44	36	
Physics			43		
Psychology				36	
Spelling	124	63		36	
Wood Work	48	21	11		3

PAPERS RELATING

—TO—

TEACHERS' TRAINING SCHOOL.

FACULTY.

SARAH C. BROOKS, PRINCIPAL,
Psychology and General Method.

ELIZABETH J. FLEMING, ASSISTANT,
Special Method in Literature, History, Arithmetic and Reading.

PERSIS K. MILLER, ASSISTANT,
History of Education,
Special Method in Nature Study and Geography.

With the assistance of—

LOWRY NUNN, Reading and Physical Culture.
OLIVIA F. KEACH, Supervisor of Drawing.
HELEN M. PLACE, Supervisor of Music.

COURSE OF STUDY IN BALTIMORE TEACHERS' TRAINING SCHOOL:

First Term—

Psychology,
History of Education,
Primary Methods in Arithmetic, History and Literature, Nature Study and Geography.
Reading and Physical Culture, Music, Drawing.

Second Term—

Psychology and General Method,
History of Education,
Primary Methods in Reading and Language,
Advanced Work in the Common Branches,
Reading and Physical Culture, Music, Drawing.

Each student has two months in the Practice School under the direction of practice teachers.

TIME DEVOTED TO THE SEVERAL SUBJECTS:

Arithmetic, 5 periods per week,
History and Literature, 5 periods per week,
Geography and Nature Study, 5 periods per week,
Reading, 3 periods per week,
Language, 2 periods per week,
History of Education, 5 periods per week,
Psychology and General Method, 5 periods per week.
Physical Culture, 2 periods per week,
Drawing, 2 periods per week,
Music, 2 periods per week,
Writing, 12 periods, first term,
Industrial Training, 10 periods in first and second terms.

REPORT

OF THE

SUPERVISOR OF SCHOOL BUILDINGS.

BALTIMORE, January 1, 1903.

To the Board of School Commissioners:

I have the honor to submit the following report for the year ending December 31, 1902:

New Buildings.—The new buildings authorized during 1902 by the Mayor and City Council were as follows:

School No. 62, Walbrook ave. and Smallwood st..22 classrooms.
" 74, Cromwell and Twenty-second sts..22 "
" 83, Lakewood ave. and Orleans st....20 "
" 84, Johnson and Heath sts.....20 "

Also the following additions:

School No. 54, Huntington ave..... ..... 8 classrooms.
" 55, Hampden..... .....12 "

Fair progress has been made with the erection of the four new buildings, and it is anticipated that all will be occupied in September, 1903. This will permit the vacating of several rented buildings.

The addition to No. 54 has been completed excepting the heating apparatus, which will be installed during the summer vacation, and will be of sufficient capacity to heat entire old and new building.

Addition to No. 55 should be completed by April next.

The appropriations of 1902 provided for furnishing Nos. 54 and 55, and of 1903 for the others.

Rented Buildings.—The large double dwelling No. 1846 N. Gay street, was rented of the Baltimore & Ohio Railroad Co. for the use of School No. 90, and occupied in September. All requisite alterations were made by the Railroad Company, and nine classrooms of very fair size were provided, besides office, teachers' rooms, toilet rooms, etc. Ample play-grounds belong to this building.

The partial destruction of School No. 10, Hollins street, made it necessary to find other accommodations for the children. The large dwelling No. 1724 Frederick avenue was rented and a number of alterations made by the Building Department. Seven classrooms were provided, with cloak-rooms, toilets, etc. The yard is large, with abundance of sunlight.

The dwelling No. 833 Hollins street was rented as a Branch of School No. 10. Three classrooms of fair size, with good light, were obtained. The required alterations were made by order of the Inspector of Buildings.

A one-story old brick school building on Edmondson avenue and Calverton road was rented as a Branch of School No. 103. But one classroom was available here.

Condition of School Buildings.—The condition of the school buildings is generally fair; some of them could be designated as creditable. Not a few, however, are lacking in the essentials of a good school-house, owing to poor arrangement, dark rooms, faulty heating, no means of ventilation, steep stairways, no cloak-rooms, small play-grounds. The attempt to make such buildings contribute in any degree toward the improvement of the pupils, intellectually, morally or physically, is a hopeless task. The school building, as a building, should be an inspiration to the child, and not, as some of them must be, objects to excite intense dislike.

Fires.—School Building No. 10, on Hollins street, near Schroeder street, was burned about 4 o'clock on the morning

of February 25. The fire originated in the central room, first floor, and all indications point to its having been incendiary. The coal on the top of the fire in the stove of this central room was hardly burned, nor was it high enough in the stove to have suggested the possibility of a live coal falling out upon the floor.

The damage to the building amounted, possibly, to $4,000, and to furniture to $1,500 more. The uninjured furniture was removed to other schools, and the windows and doors of the burned building boarded up by the Inspector of Buildings, in which condition it remains to-day.

Fuel.—In April contracts were awarded by the authorities at the City Hall for furnishing the schools with anthracite and bituminous coal for the year April 15, 1902, to April 15, 1903. These contracts contemplated the delivery of about 4,000 tons of anthracite coal during the months of July and August, but owing to the great strike in the Pennsylvania coal mines the contractors, one and all, failed to live up to their contracts, and less than one-third of the required amount of hard coal was stored in the school cellars. The strike continuing until the late fall, it was impossible to obtain anthracite coal, and in order to prevent the closing of the schools, bituminous coal was purchased from time to time, by the authority of the Mayor, and used as a substitute for anthracite. No special inconvenience was occasioned by the use of the soft coal, other than the frequent choking of the smoke-pipes of stoves and furnaces, and the expense attending the cleaning of flues, pipes and chimneys.

The difficulty of obtaining hard coal continues to the date of this report, and it can only be had in small quantities. No school, to-day, has on hand more than a two weeks' supply, and many of them sufficient for but two or three days. It has not been necessary, however, to dismiss any school for a single day owing to lack of fuel, the contractors having managed (with the City's assistance in furnishing bituminous

coal as a substitute) to keep enough coal in the bins to prevent the closing of the schools.

Repairs by the Inspector of Buildings.—Many repairs were made during the summer vacation to the school buildings owned by the City; some of them being very necessary, and judiciously made. New flushing systems were placed in Schools 29, 27, 77, 105, 96, 26, 112, 113, 80, 99, 6, 4 and 34. With possibly two or three exceptions (one being School No. 58), there is nothing further that is urgent in this connection at present. Few repairs were made to the old rented buildings, although greatly needed. Some of these are scarcely fit for occupancy.

Furnaces.—Some twenty or more of the school buildings are heated by old brick-set furnaces. These were installed between fifteen and twenty years ago. They are practically worn out. Many of them never measured up to more modern requirements. Gas and smoke at times pass through heat flues into classrooms, greatly to the discomfort of those who occupy the rooms. Such furnaces need constant attention to forestall any likelihood of injury to pupil or building. No better distribution of the Repair Fund can be made during the next vacation than the removal of these furnaces and the placing in the schools of safe, suitable and sanitary heaters.

Repairs to Furniture, Stoves, etc.—The funds at the disposal of this department for making repairs to desks, cases, window shades, blackboards, stoves, etc., is inadequate, consequently the requisitions of principals for such necessities are frequently unhonored. For three years past little, or nothing, has been done toward some of these repairs; as a result, the appearance of classrooms is not always creditable. In many of the schools the blackboards were placed so high from the floor that they are useless to the small children, unless they stand upon platforms. All such boards should be lowered when the money required to do the work becomes available.

Old wood blackboards should be removed and slate substituted; this will entail a cost of several thousand dollars. The dark green window shades are a mistake. When they are drawn down to shut out the sunlight, they shut out at the same time so much of the daylight that the classroom becomes too dark for good work. An "ecru" is more suitable, and is being substituted as fast as repairs require the renewal of the shades.

Janitor Service.—The changes made during 1902 were as follows:

Janitors appointed	2
" dismissed	1
Firemen appointed	6
" resigned	1
" deceased	2
" transferred	1
" dismissed	3
Janitresses appointed	23
" resigned	12
" deceased	4
" dismissed	1
" transferred	3

Total number of employees on Dec. 31, 1902:

Men	79
Women	191

Gas Ranges.—Some thirty gas ranges have been placed in the teachers' lunchrooms of the schools. It is doubtful whether any one thing more conducive to the comfort of teachers than this could have been done; and nothing, I am sure, could have elicited more hearty thanks from these faithful workers.

Respectfully submitted.

BENJ. B. OWENS,
Supervisor of School Buildings.

Do not remove

SEVENTY-FIFTH ANNUAL REPORT

OF THE

BOARD OF SCHOOL COMMISSIONERS

TO THE

MAYOR AND CITY COUNCIL OF BALTIMORE

FOR THE

FISCAL YEAR ENDING SEPTEMBER 30, 1903

BALTIMORE, MD.
THE KOLLMORGEN COMPANY
1903

SEVENTY-FIFTH ANNUAL REPORT

— OF THE —

BOARD OF SCHOOL COMMISSIONERS

— TO THE —

MAYOR AND CITY COUNCIL OF BALTIMORE

— FOR THE —

FISCAL YEAR ENDING DECEMBER 31, 1903.

BALTIMORE, MD.
WM. J. C. DULANY COMPANY,
CITY PRINTERS.

1904.

BOARD OF SCHOOL COMMISSIONERS.

ORGANIZED MARCH 1, 1900.

Name.	*Address.*	*Term Expires.*
JOSEPH PACKARD, *President*	207 N. Calvert Street	1906
*THOMAS S. BAER		1906
ALCAEUS HOOPER	Merchants' Bank Building	1908
CHARLES H. EVANS	600 Water Street	1908
ALBERT B. CUNNINGHAM	2241 Barclay Street	1904
WILLIAM ROSENAU	825 Newington Avenue	1904
JAMES H. PHILLIPS	102 E. Madison Street	1906
THOMAS McCOSKER	Foot of Chesapeake Street	1904
IRA REMSEN	214 W. Monument Street	1908

OFFICERS.

JAMES H. VAN SICKLE	Superintendent.
HENRY A. WISE	First Assistant Superintendent.
JOHN E. McCAHAN	Assistant Superintendent.
HENRY M. COWLES	Secretary.
FRANK N. CLARIDGE	First Assistant Secretary.
HENRY C. BUCKMASTER	Second Assistant Secretary.
BENJ. B. OWENS	Supervisor of School Buildings.
GEO. W. McGILL	Clerk to Superintendents.
FLORA M. PFOUTZ	Stenographer.
HOWARD WHITCRAFT	Clerk to Supervisor.

* Mr. Thomas S. Baer resigned his office in November, 1903, upon his election as Judge of the Supreme Bench of Baltimore. On February 29, 1904, Mr. B. Howard Haman was appointed by the Mayor to fill his unexpired term.

DEPARTMENT OF EDUCATION,

OFFICE OF THE BOARD OF SCHOOL COMMISSIONERS.

BALTIMORE, January 1, 1904.

HONORABLE ROBERT M. MCLANE,

Mayor of the City of Baltimore:

SIR—The Board of School Commissioners respectfully submits the Seventy-fifth Annual Report of the condition of the public schools of the City of Baltimore during the year ending December 31, 1903.

SCHOOL ACCOMMODATION.

The completion, in September, 1903, of four new buildings and of two large additions to existing buildings afforded accommodation for more than five thousand pupils. This has been a great relief to the former congested condition of the schools, and has enabled the Board to dispense with some of the rented buildings recently in use, though it will be necessary, from time to time, to rent other buildings as the needs of the various localities require. The Building Inspector has made important repairs and improvements during the year in many of the old buildings. In quite a large number furnaces have been installed in place of stoves and other sanitary conditions have been greatly improved. On the whole, it is safe to say that the condition of the school buildings was never so good as it is now.

THE TRAINING SCHOOL FOR TEACHERS.

The quarters formerly occupied by this school in the Western High School were needed at the beginning of the current school year for the accommodation of the High School classes, and, therefore, it became necessary to remove that

school to rooms in School No. 14, Linden avenue and Wilson street. Practice classes of this school, under charge of critic teachers, are scattered throughout the city, and every pupil, before graduation, has a term of training in actual teaching. The principals report that in their substitute work the training school graduates display marked facility in handling classes as compared with the untrained teachers formerly available. Twelve of those who finished the training school course last June have already been elected as regular teachers; and the five young men trained as teachers at the Baltimore City College have also been elected. When the Board decided to require a year of special training for teachers after graduating from the high school, it was feared by some that there would be a falling off in high school attendance and in the supply of teachers. Not only, as will be seen below, has there been no falling off in high school attendance, but so many desire to enter the Training School for Teachers, that it is impossible to fix a high standard for admission and yet have as large a number enrolled in the training schools as the needs of the city warrant.

PROGRESS AMONG THE TEACHERS.

Meetings for consultation among the teachers on principles and methods of teaching have been regularly held during the year. The Board notices with satisfaction that the Report of the Superintendent shows that the timidity that once deterred many of the teachers from free participation in these meetings has largely disappeared, partly through increased familiarity with the methods of discussion, and partly through advance in pedagogical knowledge. Reading on professional subjects is increasing among the teachers and, during the past year, more than a hundred of them have attended summer schools. Study clubs have been organized in many of the groups.

SCHOOL ATTENDANCE.

	1902.	1903.	Increase.
Average attendance.....	53,846	55,353	1,507
Average number belonging...	63,802	66,479	2,677

Considering the schools as a whole, the increase in school attendance has been normal.

Secondary Schools.

There has, however, been a marked increase in attendance during the year in the secondary schools. The greatest increase has been at the Polytechnic Institute, where the number belonging has risen from 258, in 1902, to 362, in 1903. In the Western High School, which reported 807 belonging in 1902, 964 are reported for 1903. The City College reports 70 more than last year, the Eastern High School 38 more, and the Colored High and Training School 25 more. The gain over last year in the five schools is 394, or 17 per cent. On December 31, 1899, there were in all the five high schools 1,991 pupils, excluding pupils of the sixth, seventh and eighth grades attending the Baltimore Polytechnic Institute and the Colored Polytechnic Institute. There are now in all the secondary schools, including the training schools, 2,850 pupils, an increase of 859, or 43 per cent. This remarkable increase cannot be attributed to a correspondingly large increase in total school enrollment, since that has been no more than normal. In the opinion of the Board, it is due to better adaptation of the courses offered to the needs of the pupils. The Baltimore City College diploma, which admits to the Johns Hopkins University without examination, formerly granted at the end of a five years' course, may now be earned in four years, or even less. Those who expect to enter immediately upon business may choose courses adapted to the end which they have in view. Graduates of the Baltimore Polytechnic Institute, who complete the four years' course, are able to enter the second year in higher technical colleges. Graduates of the Eastern and Western High Schools will be able for the first time at the close of this school year to enter college without conditions.

MANUAL TRAINING AND COOKING SCHOOLS.

In June, 1900, when the Board decided to discontinue the admission of sixth grade pupils to the Baltimore Polytechnic Institute, that school showed an enrollment of 391 pupils of grades six, seven and eight. Those then in the school were allowed to continue; but provision was begun to supply the elementary schools generally with the same facilities for manual training which at that time were within the reach of but few. At present five manual training centres are in operation, in which 1,344 boys enjoy these advantages. The Board hopes to make such further extension of elementary manual training that, before the choice of a high school has to be made, all boys in the seventh and eighth grades may have opportunity to test their aptitudes in this direction, and thus be able to decide intelligently whether to prepare for technical pursuits, for business life, or for professions. Seven hundred and seventy-eight girls of the seventh and eighth grades are receiving instruction in practical cooking at four cooking centers, or kitchens.

COLORED SCHOOLS.

The policy of the city, as expressed in two ordinances passed with several years' interval between them, has been declared in favor of placing colored faculties in charge of colored schools when possible. Considerable progress has been made in the last two years in this direction. At present only five colored schools have white faculties, and it is thought that in two or three more years a sufficient number of colored teachers will be trained to supply all of these schools. Colored schools Nos. 107, 110 and 116 are used as practice schools. In these, graduates of the Colored High and Training School spend an additional year receiving instruction in theory, while at the same time having practice in teaching regular classes under ordinary conditions.

STATISTICS.

The whole number of schools of various grades during the year was: elementary 105, secondary 5, total 110, under 1,608 teachers, classified as appears in the Report of the Superintendent of Instruction. In addition to the above, there are 23 supervising principals and 57 special teachers, including the supervisor and three assistant supervisors of music, 14 teachers of drawing, 24 teachers of sewing, 8 teachers of physical culture, 3 teachers of cooking, and 4 teachers of manual training. The whole number of enrolled pupils, as of December 31, 1903, was 67,368; average number belonging, 66,577. The average attendance was 55,353, and the whole number attending school during the year was 83,297. The average annual salary of the teachers during the year was $615.85, and the average per capita cost of education in all the schools, based on the enrollment and total expense, was $20.07. In the elementary schools the average cost per pupil was $18.71. In the several high schools it was as follows: Baltimore City College, $72; Eastern High School, $44.47; Western High School, $34.57; Polytechnic Institute, $76.19; Colored High and Training School, $68.

The estimate submitted and the amount appropriated by the City Council for current expenses for 1903 was	$1,293,579 50
The amount received from the State for books was	55,184 70
Total received for current expenses	$1,348,764 20

The amounts expended were as follows:

For office salaries	$10,382 28	
For office expenses	1,500 00	
For day school salaries	1,145,015 84	
For day school expenses	127,432 13	
For night school salaries	8,498 75	
For night school expenses	497 68	
For free text-books	55,150 22	$1,348,476 90
Balance		$287 30

There are 125 houses occupied by the schools, of which 104 are owned by the city and 21 are rented. The amount paid for rented houses during the year 1903 was $12,175.04.

CHANGES IN THE TEACHING FORCE.

Eighty-two vacancies have occurred in the teaching force since January, 1903, of which 7 were caused by death, and 75 by resignation. The names of teachers elected to the City College and High Schools are as follows:

Baltimore City College—Percy L. Kaye, English and History; John Lorett, Gymnastics; J. B. Crenshaw, German, French and English; J. D. Rodeffer, English; C. C. Plitt, transferred from Elementary force as Laboratory Assistant.

Eastern High School— Bettie McKibben, Drawing; transferred from supervisory force.

Western High School—Elize Cuendet, French; Irene Emmons, German and Algebra; Mary E. G. Lentz, Botany; Lucy Murray, Physics and Geography; Mary B. Rockwood, Latin; Gertrude V. Hast, Mathematics.

Baltimore Polytechnic Institute—George P. Von Eiff, Laboratory Assistant; William F. Debaufre, Assistant; Warren S. Seipp, Shop Assistant; Irving L. Twilley, English.

Colored High and Training School—Helen Wingate, Cooking; Thomas W. Turner, Assistant; Margaret P. Gregory, Assistant; Dwight O. W. Holmes, Physics; Beulah C. Wilder, Assistant in Industrial Department.

The competitive examinations required by law have been held at regular intervals for teachers in the ordinary teaching force, and those who attained the required standing have been added to the eligible list in the order in which their names appeared on the report of the examinations.

The warm interest shown by yourself and the members of the City Council and the various city boards and departments has greatly furthered the work committed to this Board. The zeal and intelligence and the unflagging diligence shown by the Superintendent of Public Instruction and his assistants, and by the other officers of the Board, which have been more than once publicly recognized by the Board, have been undiminished during the past year.

I have the honor to be,

Very respectfully yours,

JOSEPH PACKARD,

President of the Board of School Commissioners.

In Memoriam.

The following named died during the year:

March 22—Mrs. Anna P. Tudor, Assistant in Western High School.

April 17—Mrs. Anna C. Peed, Assistant in No. 43 School.

May 7—Mr. Charles H. Anderson, Assistant in No. 118 School

June —Elizabeth M. Pierce, Assistant in No. 43 School.

October 25—Catharine H. Worthington, Assistant in No. 96 School.

October 26—Wm. T. Markland, Principal Group B.

December 29—Annie B. Davidson, Teacher of Drawing.

SECRETARY'S STATEMENT

—OF THE—

Accounts of the Public Schools for 1903.

The amount estimated by the Board for the current expenses of the schools for 1903, all of which was appropriated by the Mayor and City Council, was	$1,293,579 50
Amount from the State for Free Books	55,150 22
Total	$1,348,729 72
Amount expended	1,348,476 90
Amount unexpended	$252 82

Itemized as follows:

OFFICE SALARIES.

Amount appropriated	$10,600 00
Amount expended	10,382 28
Amount unexpended	$217 72

OFFICE EXPENSES.

Amount appropriated	$1,500 00
Amount expended	1,500 00
Amount unexpended	

DAY SCHOOL SALARIES.

Amount appropriated	$1,145,018 00
Amount expended	1,145,015 84
Amount unexpended	$2 16

DAY SCHOOL EXPENSES.

Amount appropriated	$127,437 50
Amount expended	127,432 13
Amount unexpended	$5 37

NIGHT SCHOOL SALARIES.

Amount appropriated	$8,524 00
Amount expended	8,498 75
Amount unexpended	$25 25

NIGHT SCHOOL EXPENSES.

Amount appropriated	$500 00
Amount expended	497 68
Amount unexpended	$2 32

There was brought forward from 1902 a balance to furnish two new buildings amounting to	$15,106 80
Expended of this amount	15,106 80
Unexpended	

There was also an appropriation to furnish five new buildings amounting to	$38,500 00
Amount expended	26,864 10
Amount unexpended	$11,636 90

This amount is carried forward to 1904.

FREE TEXT-BOOKS.

The amount brought forward from 1902 for account of Free Text Books was	$ 1,579 34
Amount received from the State August 1	53,605 36
Total	$55,184 70
Amount expended	55,150 22
Amount unexpended	$34 48

Average annual salary of teachers	$615 85

RECEIPTS FOR CURRENT EXPENSES.

From City Collector, taxes	$1,061,737 86
State Treasurer, taxes	281,937 63
Non-resident pupils	4,637 13
Sale of old materials	79 81
Interest	84 47
	$1,348,476 90

The per capita cost, as here given, is based on the expenditure and the number on roll December 31, 1903:

PER CAPITA COST.

For all the schools	$20 07
" " Secondary Schools	56 09
" " Elementary Schools	17 17

Itemized:

For Baltimore City College	$72 00
" Eastern High School	44 47
" Western High School	34 57
" Polytechnic Institute	76 19
" Colored High and Training School	68 00
" Group A	17 30
" " B	18 42
" " C	18 02
" " D	14 02
" " E	19 38
" " F	16 75
" " G	12 92
" " H	18 22
" " I	16 68
" " J	15 03
" " K	20 62
" " L	16 66
" " M	17 91
" " N	16 57
" " O	15 41
" " P	19 13
" " Q	18 38
" " R	17 80
" " S	15 96
" " T	17 73
" " U	18 07
" " V	18 27
" " W	23 24

The following tables show:

Table B—The location of schools, cost, etc.

Table A—Itemized expenditures, etc.

Table C—Rented buildings, locations, etc.

H. M. COWLES, *Secretary.*

TABLE B.

Schools	Locations.	Size of Lot.	Amount of Ground Rent.	Paid on Account of Lots.	Size of Building.	Cost of House.	Erected.
Baltimore City College	Howard, opposite Centre	208^{6} x 260	$4,600 00	$50,000 00	155^{10} x 221^{8}	$203,639 00	1896
Eastern High	Side lot and rear building	39 x 180	75 00	15,000 00	51 x 58		
	Aisquith and Orleans	102 x 210	540 90	2,651 50	102 x 56	80,000 00	1868
Western High	McCulloh and Lafayette avenue	238^{7} x 230		70,666 66	86^{6} x 191^{11}	132,000 00	1895
Polytechnic Instit'te	Courtland, near Saratoga (old)	82 x 90		6,437 75	44 x 90	18,000 00	1868
	Courtland, near Saratoga (new)	62^{6} x 90	220 00	10,000 00	54 x 90	25,000 00	1890
	Courtland, near Saratoga (addit'n)	37^{6} x 90		10,000 00			
Colored High	Pennsylvania ave. and Dolphin	189 x 80(110)	1,147 50		56^{4} x 138	26,000 00	1893
School No. 1	N. E. corner Fayette and Greene	97 x 102	204 00	9,000 00	83 x 96^{7}	25,000 00	1880
" 2	Gough and Stiles	75 x 92	250 00	3,500 00	32 x 55	9,000 00	1854
" 3	Eastern and Montford avenues	100 x 150	350 00		52 x 136	24,000 00	1880
" 4	Hanover and Lee	105 x 81	270 00	4,000 00	92 x 92	35,000 00	1896
" 5	Broadway and Ashland avenue	120 x 120	600 00		60 x 113	24,000 00	1876
" 6	Ann, near Canton avenue	63 x 140	157 50	6,800 00	46 x 100	14,800 00	1878
" 7	Mullikin, near Aisquith	74 x 100			45 x 65	5,000 00	1864
" 8	Caroline, near Lombard	105^{6} x 150	351 34	6,200 00	94^{7} x 59^{7}	18,000 00	1888
" 9	S. W. corner Fayette and Greene	77^{6} x 170	1,094 75		62 x 140	27,000 00	1875
" 10	Hollins, near Schroeder	60^{7} x 134	200 00		46 x 70	6,000 00	1855
" 11	Gilmor and Mosher	126^{3} x 156^{11}	757 00		57^{9} x 108	30,000 00	1886
					30 x 105		1889
" 12	Barre and Warner	67 x 120	268 00		55 x 74	16,000 00	1870
" 13	Patterson Park ave. and McElderry	155 x 115	530 00		55 x 105	21,000 00	1890
" 14	Linden avenue and Wilson	105 x 150	840 00		55 x 117	20,000 00	1882
" 15	Saratoga and Carrollton avenue	100 x 150	700 00		50 x 120	19,000 00	1872
" 16	Harford and Ashland avenues	105 x 158	790 00		56 x 113	19,000 00	1876
" 17	Light and Poultney	62^{1} x 122	217 00	800 00	50 x 72	10,000 00	1875

School No.	19	Hollins, near Monroe	140 x 129	700 00		54 x 112	18,000 00	1877
"	20	Eden and Preston	100 x 207	592 00	6 000 00	51 x 167	35,000 00	1868
"	21	Pennsylvania avenue and Robert	80 x 155	384 00		50 x 80	16,000 00	1869
"	22	Ramsay, near Scott	71 x 128^{6}	177 50		45 x 95	10,000 00	1855
"	23	Gough and Wolfe	75 x 110	150 00	2,400 00	57^{9} x 104	19,000 00	1886
"	24	Fait avenue and Patuxent street	150 x 100		7,500 00	77 x 86	21,000 00	1890
"	25	Caroline, near Canton avenue	129^{6} x 110		14,962 50	93 x 90	25,000 00	1892
"	26	Orleans, near Bond	84 x 75	126 00	4,500 00	50 x 65	15,000 00	1874
"	27	Fayette and Chester	92 x 120	274 50		48 x 72	18,000 00	1869
"	28	Battery avenue and Clement	75 x 82	270 00	1,000 00	46 x 82	15,000 00	1869
"	29	Sharp, near West	114 x 155	570 00		55^{9} x 104	21,600 00	1886
"	30	Hollins, near Monroe	150 x 129^{6}	750 00		55 x 82	16,000 00	1874
"	31	Schroeder and Peirce	60 x 122	228 00	2,500 00	57^{4} x 102	21,000 00	1890
"	32	Guilford avenue and Lanvale	80 x 154		11,800 00	67 x 98	21,000 00	1890
"	33	Light and Clement	100 x 100		10,000 00	67 x 98	21,000 00	1890
"	34	Carey and Columbia avenue	100 x 160	385 00		113 x 58	30,000 00	1896
"	35	Hanover and Winder	132 x 198		6,700 00	48^{6} x 114^{2}	28,297 00	1895
"	37	Biddle and Patterson Park ave	165 x 150		8,500 00	89 x 61	25,000 00	1896
"	38	Chesapeake and Hudson	80 x 100			32 x 50	5,000 00	1853
"	39	Carrollton and Riggs avenues	97^{1} x 157		7,000 00	52^{4} x 97^{5}	19,000 00	1888
"	42	Broadway and Bank	100 x 141	244 44		101 x 39	30,000 00	1888
		Broadway and Bank, rear bldg				52 x 87		
"	43	High, near Fayette	80 x 167	900 00		50 x 145	28,800 00	1875
"	44	Sharp, near Montgomery	100 x 155	675 00		56 x 84	18,000 00	1869
"	45	Greenmount avenue and Eager	66 x 150	600 00		55 x 100	17,000 00	1872
"	46	Division, near Lanvale	104^{8} x 171^{8}	800 00		55 x 120	21,000 00	1877
"	47	Eastern avenue and Patuxent	145 x 300	1,001 00		80 x 143	50,000 00	1898
"	48	Hollins and Monroe	Old lot			55 x 104	21,000 00	1890
"	50	Gorsuch av. and Taylor, Homest'd.	42 x 90		1,000 00	35 x 50	4,500 00	
"	51	York Road, Waverly	100 x 200		4,000 00	35^{6} x 90	14,500 00	
		York Road, rear building				50 x 33		
"	52	Oak and Fifth (24th)	60 x 122		4,000 00	50 x 60	10,000 00	
"	53	St. Paul and Twenty-sixth	100 x 123		10,000 00	100 x 123*	60,000 00	1897
"	54	Huntingdon avenue, near Charles	100 x 150		7,000 00		18,000 00	1890
"	55	Chestnut and Fourth avenue	176^{8} x 230		5,000 00	55 x 105	21,000 00	1899

TABLE B—Continued.

Schools.	Locations.	Size of Lot.	Amount of Ground Rent.	Paid on Account of Lots.	Size of Building.	Cost of House.	Erected.
School No. 57	Hampden, Merryman's Lane	127⁵ x 32⁶	$ 50 00		24⁶ x 48	$ 700 00	
" 58	Woodberry avenue, Woodberry	45 x 130	22 50		37 x 96	10,000 00	
" 60	Francis and Clifton, new	150 x 150	480 00		64⁴ x 105	25,000 00	1893
	Clifton, on Clifton avenue, old	40 x 150		$2,000 00	40 x 90	4,000 00	
" 61	Linden avenue and Konig	165 x 150	1,155 00		136⁸ x 70⁵	54,000 00	1897
" 62	Walbrook avenue and Smallwood	150 x 210		5,000 00		64,872 00	1903
" 63	Ninth and Northwest, Walbrook	128 x 194		4,718 66	66⁵ x 106	25,000 00	1894
" 65	Calverton, Bloomingdale Road	75 x 169		1,500 00	60 x 100	15,500 00	1893
" 66	Carroll, Old Frederick Road	60 x 225	360 00	2,000 00	52 x 27	4,500 00	
" 67	Old Fred'k Rd. and Fairview ave.	150 x 257	360 00		67 x 92	15,000 00	1892
" 68	Millington avenue and Lehman	80 x 200	290 00		64 x 119	21,000 00	1892
" 70	William and Warren avenue	70 x 140	175 00		44 x 103	13,000 00	1850
" 71	Bond and Jefferson	70 x 152⁸	19 00	8,700 00	56 x 116	20,000 00	1884
" 72	Ridgely, near Fremont	124 x 155	620 62		73 x 125	25,000 00	1877
" 73	Aisquith, near Lexington	80 x 180	25 00	17,100 00	44 x 100	17,000 00	1870
" 74	Cromwell and Twenty-second	200 x 297		7,000 00		69,029 00	1903
" 75	Carrollton avenue and Lexington	49⁶ x 103		10,000 00	49 x 135	20,000 00	1886
	Carrollton ave. near Lexington	100 x 160⁴	400 00		55 x 107	20,000 00	1860
" 76	Hull and Clement, Locust Point	100 x 155³	350 00		56 x 113	18,000 00	1882
" 77	Washington, near Fayette	93 x 190	581 25		52 x 119	20,000 00	1871
" 78	Harlem avenue and Monroe	85 x 249⁶	830 68		56⁴ x 143⁶	30,500 00	1893
" 79	Park avenue and Hoffman	120 x 150	1,020 00		100 x 147	35,000 00	1892
" 80	Eden and Federal	180⁶ x 100		8,000 00	60 x 124	33,000 00	1890
" 81	Gilmor and Presstman	102⁵ x 155	620 00		55 x 121	32,000 00	1876
" 82	Mulberry, near Fremont	87⁸ x 134	350 67		54 x 85	15,000 00	1868
" 83	Lakewood avenue and Orleans	145 x 200		9,166 66		58,897 00	
" 84	Heath and Johnson	148² x 157¹⁰		10,000 00		58,957 00	

School No.	91	Argyle avenue, near Lanvale	80	x	140	$ 315 00		45	x	68	$13,000 00	1858
"	92	Charles and Ostend	74^{6}	x	219^{2}	372 50		56	x	150	28,000 00	1882
"	93	Baltimore, near Aisquith	120	x	170	1,300 00	$5,000 00	54	x	118	28,000 00	1879
"	94	Chase and McDonogh	80	x	223	501 75		56	x	183^{2}	30,500 00	1882
"	95	Lexington, near Fremont	81	x	220^{6}		15,000 00	60	x	124	25,000 00	1890
"	96	Ramsay and Smallwood	177	x	165^{6}		4,000 00	53	x	135	36,885 00	1895
"	99	North avenue and Washington	80	x	150		5,000 00	66	x	120	25,000 00	1891
"	100	Saratoga, near Charles	66	x	193	600 00	16,000 00	52^{2}	x	126^{3}	25,000 00	1888
"	101	Jefferson, near Caroline	83^{6}	x	80	200 00	1,350 00	32	x	80	5,000 00	1855
"	102	Howard and Montgomery	50	x	104	120 00	8,000 00	40	x	64	6,000 00	1872
"	105	Rogers avenue, near Lexington	75	x	105	25 00	5,125 00	49	x	80	13,000 00	1874
"	106	Hill, near Sharp	99	x	90(155)	192 00	11,300 00	76^{9}	x	133^{11}	27,000 00	1893
"	107	Biddle, near Pennsylvania avenue	70	x	150	70 00	5,000 00	40	x	92	10,000 00	1870
"	108	Caroline, near Bank	76	x	90	70 00	4,800 00	45	x	65	8,000 00	1867
"	109	Barre, near Eutaw	65	x	112	300 00		40	x	80	10,000 00	1854
"	110	Waesche, near Fremont	143^{9}	x	129	480 00		59	x	129	22,000 00	1877
"	111	Bond and Ashland avenue	80	x	80	130 00		40	x	54	7,000 00	1864
"	112	Carey and Chappell	135^{9}	x	142	630 00		109	x	65	40,408 70	1897
"	113	Girard avenue and Sherman Place	120	x	124		7,200 00	68^{5}	x	77^{4}	23,968 00	1895
"	114	Fremont, near Lombard	74	x	150		12,000 00	44	x	65	8,000 00	1843
"	114 (new)	Saratoga and Mount	156^{10}	x	151		10,000 00				62,464 00	
"	115	Merryman's lane, Waverly	87	x	240		1,000 00	71	x	24	1,000 00	
"	116	Druid Hill avenue, near Biddle	75	x	100	150 00		44	x	100	12,000 00	1841
Lot		Summit and Monroe	72^{4}	x	245		9,500 00					
Lot		Ashland avenue and Chester	133	x	200	959 75						
Lot		Pennsylvania avenue, near Biddle	92^{2}	x	200		26,500 00					
Lot No.	62	Walbrook avenue and Smallwood	150	x	210		5,043 75					

Total value of school buildings	$2,693,876 00
Amount paid on account of lots	461,872 14
Total of buildings and sites	$3,155,748 14

		Incidentals.	Free Text Books.	Furnishing 2 New Schools.	Furnishing 5 New Schools.	TOTALS
e	5	$752 24				$11,882 2
eral expen	5	7,969 25	$4,087 50	$515 75	$754 63	60,947 6
wing		2 50				9,163 6
ing		3 80				12,547 2
sical Cultu		2 50				5,369 7
ndance Of						8,725 8
ual Traini	8	383 68				2,096 9
ual Traini	0	392 44				1,783 7
ual Traini		9 23				733 2
king Scho		92 24				186 7
ual Train		6 85			168 98	275 8
king Scho				134 55		134 5
imore City	9	2,799 57	1,856 60			48,287 0
tern High	2	211 93	481 76			18,190 1
stern High	8	1,101 06	2,425 51			33,331 2
imore Poly		2,494 19	975 72			27,580 3
ored High	0	1,040 01	807 17			32,481 2
up A	5	344 20	1,492 07			41,513 3
B	0	588 79	1,721 38			46,349 4
C	7	339 55	1,810 55		6,356 60	57,124 8
D	5	549 21	1,521 75			43,722 3
E	9	151 09	1,777 87		6,336 80	58,898 2
F	3	255 79	1,878 52			47,251 6
G	3	277 67	2,771 01			46,739 8
H	8	337 59	1,563 99			43,640 0
I	3	236 85	2,400 42		7,046 38	54,380 4
J	2	386 29	2,068 91			50,543 9
K	4	361 76	3,095 93	7,717 66	119 99	61,647 0
L		67 65	496 85			12,935 5
M	6	864 86	1,780 30			56,824 2
N	7	161 81	1,918 85			49,172 1
O	2	375 22	1,838 42		67 31	48,544 2
P	9	168 80	1,412 30			39,000 3
Q	9	325 74	1,737 51			51,815 9
R	3	108 12	1,643 92			44,188 3
S	1	255 58	2,468 63			37,107 1
T	8	177 11	1,163 08			38,657 6
U	1	507 08	2,983 33			48,163 2
V	3	246 15	2,270 44		6,036 24	57,329 9
W	5	133 74	1,245 60	6,738 84	13 00	41,567 3
X	4	206 61	1,439 33			30,637 5
ght High Sc		76 50	15 00			
ght School		5 40				
ght School		54 20				
ght School		33 10				
ght School		63 90				
ght School		11 50				
ored High		108 72				
ght School		9 30				
ght School		6 20				
ght School		26 60				
ght School		27 55				
ght School		22 90				
iemian Nig		36 61				
Grand tota	4	$25,171 23	$55,150 22	$15,106 80	$26,899 93	$1,390,483 6
current ex						42,006 7
Current ex						$1,348,476

TABLE C.

SHOWING LOCATION OF RENTED BUILDINGS, BY WHAT SCHOOLS OCCUPIED, AMOUNTS OF YEARLY RENTALS, AS OF DECEMBER 31, 1903.

No.		
10	1724 Frederick avenue	$600
10 Branch	833 Hollins street	600
49	808 North Calvert street	540
50 Branch	Southeast corner Washington and Harrison streets	156
51 Branch	Gilmor lane, near York road	480
56	Hickory avenue, near Thirty-seventh street	600
59	Park Heights avenue	360
64	North Walbrook	360
90	1846 North Gay street	1,000
93 E. Branch	Baltimore street, near Aisquith	960
97	117 and 119 Jackson Place	670—550
98	Lombard and Catharine streets	600
103	Stricker and Mulberry streets	360
103 Branch	Edmondson avenue and Bloomingdale road	300
111 Branch	Madison and Bond streets	420
114	1611 West Saratoga street	240
114 Branch	Mt. Olivet lane	60
115 Branch	Barclay street, near Merryman's lane	120
118	Gold and Calhoun streets	450
M. T. C., No. 1	Hopkins avenue and Federal street	240
Colored High and Training	Dolphin and Etting streets	200

REPORT

OF THE

Superintendent of Public Instruction.

BALTIMORE, January 1, 1904.

To the Board of School Commissioners:

GENTLEMEN—I have the honor to submit the Annual Report of the condition of the Public Schools of Baltimore for 1903.

SCHOOL ATTENDANCE.

The increase in school attendance, considering the schools as a whole, has been normal. The average attendance in 1902 was 53,846; in 1903 the average attendance has been 55,353. The increase is 1,507.

ATTENDANCE IN SECONDARY SCHOOLS.

One of the most noticeable facts in the history of the schools for 1903 is the marked increase in attendance in the secondary schools. The greatest increase has been in the Baltimore Polytechnic Institute, where the number belonging has risen from 258 in 1902 to 362 in 1903, a gain of forty per cent. Next in order of increase comes the Western High School, which reported 807 belonging in 1902 and now reports 964, a gain of 19.4 per cent. The Baltimore City College reports 70 more than last year; the Eastern High School 38 more, and the Colored High School 25 more. The gain over last year for the five schools is 394, or 17 per cent., while the normal increase for the schools, as a whole, is slightly less than 3 per cent. per annum. There is an increasing tendency to go from the grades to the High School

and to complete a course. More pupils than formerly are appreciating the practical value of secondary school training, and are remaining in school to be benefitted by it.

Four years ago, December 1, 1899, there were in all the high schools 1,991 pupils. (This number does not include pupils of grades six, seven and eight, then attending the Baltimore Polytechnic Institute, and the Colored Polytechnic Institute.) There are now in all secondary schools, including training schools, 2,850 pupils, an increase in four years of 859, or 43 per cent. This remarkable increase cannot be attributed to a correspondingly large increase in total school enrollment since that increase has been but normal. Is it not due to the better adaptation of the courses offered to the needs of the pupils? The Baltimore City College diploma, which admits to the Johns Hopkins University without examination, was formerly granted at the close of a five years' course. It may now be earned in four years, or even less. By early acquainting themselves with the entrance requirements of the college they wish to attend, boys may so choose their courses as to greatly economize their time. Pupils, who expect to devote themselves to business pursuits, may choose courses adapted to the end which they have in view. The same may be said of other classes of students. Graduates of the Baltimore Polytechnic Institute, who complete the four years' course, are able to enter upon the second year's work in higher technical colleges. In the Eastern and Western High Schools it is expected that our graduates will be able for the first time, at the close of this scholastic year, to meet the college entrance requirements of the Middle States and Maryland. In these schools girls are given the same opportunities to prepare for commercial pursuits that are furnished to boys in the City College.

THE TRAINING SCHOOL FOR TEACHERS.

At the close of school, in June, it became necessary to remove the Training School for Teachers from its commodious

quarters in the Western High School, the rooms being needed for high school classes. It now occupies rooms in School No. 14, Linden avenue and Wilson street. The practice classes for this school, twenty-two in number, are scattered throughout the city. Wherever a suitable critic teacher was found, two practice classes were organized. There are some advantages in having the training school work scattered. The school is thus brought into sympathetic relations with the elementary schools in which its graduates will later be regular teachers; but, on the other hand, the time taken by the training school teachers in their visits of inspection to so many scattered classes, makes a serious inroad upon the time needed for the work of instruction at the training school proper. The results, however, have been most gratifying. Principals report that in their substitute work the training school graduates display marked facility in handling classes, as compared with untrained high school graduates formerly available as substitutes. They have not the all-around skill of experienced teachers. That is not to be expected, nor do all show equal ability, but they go into the school rooms in sympathy with child nature, and with definite plans for interesting children in their work.

When the decision was made to require those who expect to teach to spend a year in training after high school graduation, it was feared by some that the lengthening the period of preparation for teaching would cause a falling off in high school attendance, and that, in consequence, the supply of teachers would prove inadequate. It is gratifying to note that this is not the case; but that so many desire to enter the training schools for teachers, that we are able to fix a high standard for admission and yet have an enrollment quite as large as the needs of the schools warrant.

EXAMINATIONS AND GRADED LISTS.

There are now in attendance at the three training establishments 125 pupils. While the training schools must be

depended upon for the greater part of the supply of teachers, quite a number who have not attended the training schools, but who are eligible under our rule requiring high school graduation and two years' successful experience, pass the examinations and secure places on the list.

At the close of the year 1902 there were fifty-six names on the graded lists. Examinations held during the year under prescribed rules resulted in placing 128 additional names on the graded lists. Sixty-eight teachers have been elected to the regular service during the year; eight, having found employment elsewhere, have withdrawn their names. There are now on the graded lists 108 teachers—85 white, 23 colored. All of the colored teachers are serving the probationary period in actual vacancies. The colored list is, therefore, practically exhausted. In addition to the above, the graded list includes ten teachers of sewing, two teachers of cooking, and one teacher of manual training.

THE AIM OF THE TRAINING SCHOOLS.

The professional training of teachers is essential for three reasons: First, for the increase of the teacher's efficiency of service to the city by the better knowledge given of general principles and their application; second, for the uplift given the teacher herself in being able to work upon an intelligible basis, and for a high purpose, rather than by experiment and in uncertainty as to the definite purpose to be gained; and, third, for the dignity of a profession than which none is greater, and yet which, because of unfortunate conditions, is generally misapprehended and misrepresented.

It is as necessary for a teacher to be thoroughly acquainted with the laws of mental development and the means by which those laws may be observed, as for a physician to know the laws of physical development. Of the two, the teacher deals with the more delicate and sensitive material, and with that which to the ordinary observer is not amenable to any law but that of chance. An injury done this delicate mechanism

through ignorance cannot later be overcome, however good the motive of the doer. Mind and brain are not to be treated with medicines or assisted in any tangible way. As different centers ripen and reach maturity, they are either developed by proper treatment and permanently re-enforce mental power, or they atrophy from misuse, or eke out a half life with minor efficiency, according to skill in handling. No sporadic and empirical effort can do for the child in his mental unfolding what skill and judgment based upon knowledge of law can do.

A system of schools needs not only teachers who work well and faithfully from day to day, but who also keep abreast of the times, and who interpret oncoming movements by the light of present knowledge of mental development and the child's needs in its various phases. Whatever elevates the individual teacher tends at the same time to elevate the mass, and, with the recognition of increased dignity and efficiency of the great body of teachers, must come an increase in the emoluments and privileges of the truly professional.

Less sentimentality and more sentiment regarding the nature and future of the child is a tendency to be encouraged by every legitimate means. Froebel pleads for a natural environment for the child in the kindergarten, suggesting that the soul develops naturally and freely only in an atmosphere free from self-consciousness. The same condition is essential throughout the school life of the child. The soul is priceless, however encased and surrounded, and deserves the best possible conditions under which to develop. Accidents of appearance, birth, breeding, personal peculiarities, should be considered as accidents, and in no way be permitted to interfere with individual progress in individual directions, as far as may be.

There is such intimate relation between brain and muscle that the human being knows best by doing, as the old adage attests. Just how necessary doing is to complete knowledge

has but recently been made plain to the teaching world, and with this new light come many plans for the promotion and perfection of instruction by having the child construct and thus visibly interpret situations and conditions in history, geography, and various other studies. No movement of recent years has had greater significance nor is of more importance to the individual. In its essence it is educational. The clearest thinker is the one who is able to carry thoughts and plans into exercise, to "apply old knowledge to new conditions."

PROFESSIONAL PROGRESS AND SALARIES.

Meetings of teachers for consultation on principles and methods of teaching have occurred regularly during the year. That excessive timidity that once deterred so many teachers from active participation in teachers' meetings has largely disappeared, partly, through becoming accustomed to taking part and partly through increase in pedagogical knowledge obtained through professional reading and increasing thoughtfulness in teaching. More than a hundred teachers have attended summer schools. In many of the groups of schools there are study clubs. One hundred and forty-five teachers have had their salaries advanced on the merit basis from $504 to $600 during the past year. The method employed in determining merit was fully described in my last annual report. As I said in that report, "No other investment can possibly bring the city greater returns than that which is made in relieving the anxiety of teachers about 'making ends meet.' The investment is, therefore, for our children."

In my judgment, it would be true economy, as well as justice, to fix the minimum salary of all teachers, who, after five years' experience, are reported satisfactory, at $600 instead of $504, and to make the salary of the special merit list $700. It would be true economy, because a higher standard of teaching could be set up than it is possible to insist upon when the salary paid barely meets the necessary

living expenses of the teacher, and does not provide the slightest surplus either for self-improvement or for support in old age. The increasing cost of living has forced itself upon the attention of every one for several years past. The teacher's work, if well done, is peculiarly exhausting. The most nutritious diet and the most favorable conditions for recuperation at the close of the day's work are essential in order that even temper and balanced judgment may be displayed which parents so much appreciate in the treatment accorded their children by the teacher. Furthermore, teachers feel that they must be well dressed in order to maintain their own self-respect and set the proper example in taste and neatness of attire. The school room, with its chalk dust, the dust brought in by the feet of the children, and its numerous desk surfaces and corners with which there is constant contact, is destructive of good clothes.

The $300 starting salary for regular teachers, about which so much was said two years ago, is no longer in existence. That salary was established when teachers absolutely without training or experience were eligible to appointment. It is now the salary of regular substitutes who head the graded list. The first year salary of those teachers who have had both the undergraduate training course given in the last high school year, and the course in the Training School proper is fixed by the rules at $396. In two years such teachers may reach the present regular salary ($504). Pupils now in the Training School will be the first to benefit by this rule, they being the first class credited with two years of training.

There is an exception in the case of kindergarten assistants. When kindergartens were established we were assured that a sufficient number of unpaid assistants from the Kindergarten Training School could be depended upon and that we need not incur any expense for this item. It was soon found necessary to pay a salary in order to secure the services of assistants, and $250 was the sum fixed upon. At this salary it was easy to secure capable assistants from among graduates of the

kindergarten training schools who were pursuing a post-graduate course. Now, that the Kindergarten Association has discontinued its school, different arrangements may be necessary.

Increase in salaries so far made have been due chiefly to the plan of organization adopted by the Board in 1901, and to economies in administration which this plan permitted; economies realized in no small degree through the thoughtfulness and judgment displayed by the principals in arranging the classification of pupils in their several schools. While nearly 1,400 salaries have been advanced during the past three years, and while new features have been added, as manual training and cooking, kindergartens and the training of teachers, the per capita cost of education is actually less than it was in 1899. In that year the average for all schools was $21.74. In 1903 it was $20.07. (See Report of 1899, page 28.)

ELEMENTARY MANUAL AND INDUSTRIAL TRAINING.

When it was decided to discontinue the admission of sixth-grade pupils to the Baltimore Polytechnic Institute there were enrolled in that school 391 pupils of grades six, seven and eight. They were allowed to continue, but plans were made to supply the elementary schools generally with facilities for manual training, then within the reach of but few. There are now in operation five manual training centers, in which 1,344 boys have had advantages formerly limited to less than 400. Further extension of manual training should be made so that before the choice of a high school becomes necessary all boys in the higher grammar grades may have an opportunity to test their tastes and aptitudes in this direction. Parents may then be able to make a wise decision whether to send their boys to the City College or to the Polytechnic Institute. Four cooking centers, or kitchens, have been fitted up for girls of the seventh and eighth grades. Seven hundred and seventy-eight girls are receiving instruction in practical

cookery. All girls in grades above the second are taught sewing one hour each week till they reach classes in which cooking lessons are given.

In grades below the seventh no definite time allotment is made for manual training; but much constructive work is carried on in odd moments saved by industry from the regular studies. It is largely illustrative of points in the regular lessons. In some schools a work table in the corner of the school room, or in the hall, affords facilities that are utilized by one or two pupils at a time in work largely self-directed. The results are crude, judged from the standpoint of the artist, or the mechanic, but the work serves as a most important means of expression, and its value consists in its use in clarifying and vivifying ideas. In directing the work in the five shops I have been assisted by Mr. George M. Gaither, of the Baltimore Polytechnic Institute. Mr. Gaither has planned the equipment for the manual training and cooking centers, and has used vacant periods and the hour from 2.30 to 3.30 P.M. in visiting the manual training centers and the ungraded classes. At the request of teachers he has given instruction in various branches of manual training, such as basketry, chair caning, Venetian iron work and whittling. He has given special attention to the needs of the ungraded classes. As soon as an ungraded class has been formed, Mr. Gaither has given the teacher enough instruction in manual training to enable her to make that work an essential part of the curriculum. Usually other teachers of the group in which the ungraded class is located have desired to receive the lessons at the same time. In mapping out the course in manual training for the shops, Mr. Gaither has had the co-operation of the drawing department, simple mechanical drawing having been taught to pupils of the seventh and eighth grades, so that in the class room they might make working drawings of objects afterwards to be constructed in the shop.

The importance of manual training to those who leave the school at an early age can hardly be overestimated. Seventeen thousand pupils enter the lowest grade of our elementary schools each year; only 1,200 enter the high schools each year. Fifteen thousand eight hundred, therefore, drop out of school somewhere between the first grade and the close of the eighth. Many of them are only moderately successful in ordinary school work. Some of them are so unsuccessful that they are found in the lower grades when so old that the ordinary curriculum does not appeal to them. They are, therefore, irregular in attendance, and often truants and incorrigible. The meagre literary education which such children receive is of little value to them. If, while acquiring the elements of reading, writing, arithmetic, etc., they could be taught to do something with their hands, the school would at least send them out with habits of industry rather than of idleness, and with the ability to do work for which some one would be willing to pay. In Columbus, Georgia, this condition has been met by establishing industrial schools of elementary grade. They are reported as successful and popular. The plan is worthy of serious consideration here. The course of instruction in two or more of our elementary schools might be made quite largely industrial. The schools selected should be in parts of the city where early leaving is most pronounced. The school time would be appropriately divided between occupations and instruction in the fundamental English branches. Attendance at these schools would be optional, as it is at the English-German schools, with this difference, that whereas no parent is urged to send his child to an English-German school, under certain circumstances parents would be strongly urged to send their children to the industrial schools. The success of the English-German schools, under a plan which gives the English branches much less than the full time, suggests the feasibility of substituting industries for part of the work now carried on in certain schools, and without detriment to the regular work.

SHOP AND LABORATORY EXPENSIVE, BUT NECESSARY.

In our elementary schools the shop and laboratory training thus far provided has not been a noticeable factor in the per capita cost of instruction; but, if the city is to provide adequately for the teaching of useful arts, it is but reasonable to be satisfied in the future to pay slightly more than it has in the past been necessary to pay. We hear on all sides the demand for a more practical education than the schools have been giving. The demand is reasonable and should be met, but it must not be forgotten that it is more expensive to teach industries and sciences than to teach reading and spelling, or Latin and Greek, for laboratories and equipment are required and perishable supplies. Teaching from the book is the cheapest and at the same time the least practical teaching. True education must provide for doing.

THE COLORED SCHOOLS.

Industries have a large place in the curriculum of the Colored High School. Every pupil in the school is learning to do something with his hands. Many have become skillful enough to earn money after school hours and on Saturdays by putting in practice what they have learned at school. The most capable among the pupils who enter this school will be needed as teachers. Such pupils are accordingly encouraged to complete the four years' course and afterward to enter the teachers' training class. For them the full course, followed by a year or more of special training as now, is none too much. But the majority of those who enter the school cannot remain to complete a four years' course; for them a course two years in length, still more largely industrial than that now given, should be provided. Along with the ordinary English branches, they should be taught industries by which they may earn a living. The certificate given, showing proficiency in some specific work as dressmaking, cooking, carpentry, blacksmithing, etc., would aid in securing employment. Industrial courses, as has already been

pointed out, are not as cheap as literary courses. But the kind of education that is cheapest in dollars and cents is not so cheap in the long run as industrial training, if the return to the State through skilled labor is given due weight.

It is possible to report progress in carrying out the fixed policy of the city to secure colored teachers for the colored schools. All but five colored schools now have colored faculties. At the present rate of progress, two more years, possibly three, will be required for the training of a sufficient number of colored teachers for these schools. Schools Nos. 107, 110 and 116 are used as practice schools. Here graduates of the Colored High School spend a year or more receiving instruction in the teaching art while practicing in regular classes under ordinary conditions.

THE ENGLISH-GERMAN SCHOOLS.

The following schools are either wholly or in part English-German schools: Nos. 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 76, 82 and 83. Children who attend them, usually children of German parentage, have their time divided between German instruction and English instruction. The correlation of work in the two languages is such that the English branches do not seem to suffer in the least from neglect. Pupils attending these schools complete the elementary school course in the regular time allotted to it. Judging by the record of the English-German schools, where, if anywhere, the curriculum may be said to be crowded, it is not the number of studies on the program of a school that retards the progress of pupils, but the monotony and dullness which sometimes, unfortunately, characterizes school work. During the past year Dr. Chas. A. A. J. Miller, Principal of Group S, has, with your approval, found time to visit each of these schools, and he has given me valuable advice as to time allotment for German, course of study, distribution of German teachers, etc. Though his group has recently been enlarged, he may still be able to give some time to this special work.

PREPARATORY CLASSES.

At the close of the sixth school year pupils, whose parents wish them to take up the study of Latin and a modern language, may do so, provided they are recommended by their teachers as having the physical and mental power to pursue these studies in addition to the regular studies of the seventh grade. In September, 1902, five preparatory classes were organized, filling rooms then vacant in School No. 1. In September, 1903, it was not possible to accommodate all applicants at School No. 1. Two additional preparatory centers were accordingly opened—one at School No. 74 and one at School No. 62. In the three preparatory centers there are now belonging 216 pupils of the seventh grade and 108 pupils of the eighth grade. On entering the high school they will be credited with the work which they have accomplished in Latin and German or French. The present organization of the high schools is such that the continuation of the work begun in the preparatory classes can be arranged without inconvenience. Preparatory classes are not intended to shorten the child's elementary school course. A pupil who enters the preparatory classes at the end of the sixth year will remain in them two years before entering the high school. The credits gained in the extra studies will, however, count toward high school graduation, and thus the high school course will be shortened for such a pupil to the extent of the credits received in the preparatory classes. There is a saving of time, but the saving of time is not the primary purpose. The primary purpose is to enable a child to take up the study of foreign languages at the time when the verbal memory is most retentive, and when, therefore, a foreign vocabulary can be mastered most easily. It is especially desirable that boys who expect to attend the Polytechnic Institute, where Latin does not form a part of the course, should have an opportunity to get two years of elementary Latin before entering. It will be of very great value to them in their later technical work.

DRAWING, MUSIC AND GYMNASTICS.

These subjects are being taught with increasing success by the regular teachers. They are aided by the supervisors and special teachers, who furnish outlines, give illustrative lessons, make suggestions after observing lessons, hold teachers' meetings, and in various ways help to the same mastery of the so-called special branches that is customary in the ordinary branches. Teachers now in training will need less help in these directions than those who have been long in the service, since these subjects form a regular and essential part of their preparation; meanwhile, much allowance is willingly made for those teachers of experience who find it difficult to acquire a high degree of skill in one or more of these directions.

THE SCHOOL ORGANIZATION.

The present organization of the schools proves to be well adapted to meet both business and educational needs.

The remark is sometimes made that there is now no Board member at hand to adjust some local matter affecting a patron of a given school. Under any organization a principal, who knows all the interests involved on the professional side, is far better able to make prompt and satisfactory adjustment than could a local Board member. The present organization makes it the duty of each of the twenty-four principals to act exactly in this capacity for the convenience and prompt service of the community. In the elementary schools each teacher is directly responsible to the Superintendent through one, and only one intermediate officer, the principal. The vice-principal assists the principal; he does not stand between the teacher and the principal. The two Assistant Superintendents assist the Superintendent; they do not stand between principals and the Superintendent. Any teacher can consult the Superintendent directly about any matter. Hardly a day passes without one or more such conferences, either at the Administration Building after school hours or at the school during school hours. Further opportunity is

afforded for conference with the Superintendent at section meetings of teachers, held on twenty-seven different Friday afternoons each year. The Superintendent attends every one of these meetings, and the opportunity for conference with him without the trouble of a trip to the office is freely availed of by those so disposed. It is not to be supposed that every request that is made to the Superintendent can be granted. He would not be in his responsible position if he had not some definite plans which he believed it for the interests of the schools to see carried out. It is at times, therefore, necessary to adhere to a fixed policy, which teachers here and there, not seeing in advance how the matter will work out, seek to have modified. He must be steady enough of purpose to maintain his policy, or fail to measure up to the requirements of his position. The Superintendent is the responsible executive officer of the Board. His instructions to the teachers are ordinarily given through the principal, who, in turn, must be held responsible under the Board's rules for the proper observance of the directions given.

If teachers desire to place requests before the highest authority—the Board—the process is simple. Any request addressed to the Board must be transmitted by the Superintendent, whether he favors the request or not. It should ordinarily come to the Superintendent through the principal, who, likewise, has no option about transmitting the request. He must transmit it. Principals are given considerable freedom, because upon them devolves a heavy responsibility. For the same reason they in turn give each teacher as much freedom as is consistent with the harmonious and unified work which the school system as a whole should present.

THE EVENING SCHOOLS.

In addition to his supervisory duties in the day schools of the district east of Charles street, Mr. Wise has undertaken the entire supervision of the Evening Schools, a duty shared with him by Mr. McCahan till the School Attendance Law went into effect. Mr. Wise reports as follows:

BALTIMORE, January 1, 1904.

MR. JAMES H. VAN SICKLE,
Superintendent of Public Instruction.

DEAR SIR—

The evening schools have been seriously affected this year by the insufficiency of the amount appropriated for their maintenance.

Since the opening in October it was found necessary to limit the number of teachers, so as not to exceed the amount available for salaries, and to shorten the time the schools should continue in operation from three months to nine weeks. In some of the elementary schools the average attendance in the classes was largely in excess of the number required by the rules, because there was not enough money to employ the requisite number of teachers.

It is to be regretted that the appropriation for evening schools for the year 1904 is only $10,206 for the salaries of teachers, firemen and janitors, and $500 for supplies. This amount is not sufficient to maintain the schools on the present basis of attendance, which requires a monthly salary expenditure of about $2,000 for the six months the schools are in session.

This inadequate appropriation not only provides nothing for increase in numbers or betterment, but will not enable us to improve the unfavorable conditions mentioned as existing last fall.

Several of the principals had expected to introduce some features of industrial work and manual training into their schools, but could not do so on account of the money necessary not being available.

It is difficult to secure the services of efficient teachers for carrying on the work of the evening schools. The rules forbid the employment of female assistants, who teach in the day schools and permit the employment of male assistants, teaching in the day schools, only "when the night school eligible list does not provide a sufficient number of properly qualified teachers." Practically, it may be said that the assistants in the elementary evening schools are not teachers of known efficiency employed in the day schools, but persons who have passed an academic examination, and are entirely without school room experience. If a thoroughly efficient teacher is needed anywhere, he is needed in an evening school. It is a question worth considering, whether the loss to the day schools, occasioned by the employment of day school teachers in the evening schools—if there is any loss—is not much more than compensated for by the greatly increased efficiency of the evening schools brought about by the employment of the day school teachers in the evening schools.

Many day school teachers, denied employment in the city evening schools by the rules, secure employment elsewhere at night. Evening school teachers, who are not employed in the day schools, are generally students or other persons not engaged in educational work, who teach temporarily for the purpose of earning a little money to enable them to prepare for other work. A teaching force composed of such material is necessarily very changeable, and it is not efficient. The experience acquired by such teachers, which should be of value, is lost to the school; whereas, if the evening school teachers were selected from those most suitable for the work employed in the day schools, the faculties of the evening schools would be as fixed, permanent and efficient as those of the day schools, the experience the teacher acquired in the work would be permanent, constantly increasing and most potent in building up good evening schools

The faculties of the Evening High Schools are made up from those who teach in the High Schools during the day. Many of these teachers have experience also in evening school work. It is claimed to be the case that most of the pupils attending the evening high schools attend well, are interested in their work, and seem to be actuated by a desire to avail themselves of the opportunities offered for their improvement. It is most difficult to secure good attendance in the evening schools. Good teachers have much to do with the matter as well as adequate equipment and other facilities.

At the conferences held with the principals for the purpose of considering matters relating to these schools, the subject of attendance has been given a great deal of consideration, and decided effort is being made to make improvements in this respect. School reports from other cities mention the difficulty of securing good attendance in the evening schools. One report says: "The attendance has no doubt been bettered by the enforcement of the rule requiring each pupil in the evening school to deposit a dollar as a guarantee of good intentions. This amount is returned to the student at the end of the term, or whenever he is compelled to leave school, provided he has not damaged the school property in any way, and provided his percentage of attendance has been at least seventy-five. In the mechanical drawing classes a tuition fee of two dollars was charged. Out of the amount thus collected the expenses of the course were paid, except the pay of the teachers. This fee was not considered a hardship by those taking the course. On the contrary it was paid very willingly. The people taking this course are generally older, and have better paying positions in the daytime than those in the elementary classes, and usually have a definite object in taking up the study. At the close of the year the balance ($79.20) remaining in my hands

from this source, and from the dollar deposits forfeited by pupils in the elementary schools was turned into the treasury of the School Board."

For the purpose of improving the attendance and increasing the interest of pupils, one principal informs the pupils when school begins that certain class-rooms will be used by pupils who evince earnestness, interest in their work, a disposition to attend well, and to strive to improve; while those who do not attend so well and manifest less interest and desire for improvement will be transferred to class-rooms in charge of teachers best adapted to teach and manage classes composed of such pupils.

Our rules require the doors of the evening schools to be closed fifteen minutes after the exercises have commenced, and that no pupil shall be admitted thereafter. Nothing is said in the rules about absence, and it is difficult in many cases to know what to do. The endeavor has been to require, on the part of those attending, two hours a night during the three nights of the week the schools are in session. Anyone may attend who will do so in such a way as to be benefited, but when a pupil's example is found to be decidedly injurious, and that he is getting little if any benefit from the school, he is requested to withdraw. The schools are maintained for those who will attend reasonably well and *use* them for their improvement, and not for those who visit the schools once or twice a week for idle pleasure.

In the Colored Evening High School the industrial work attracted by far the largest number of students. In the millinery department a regular course in hat-making was given and nearly every one of the students completed a hat for herself by the close of the term. The dress-making included plain sewing and garment-making. The basketry included making baskets, belts, mats, crumb-brushes and many other useful articles out of reed and raffia. A course in cooking, one night per week, and in drawing, one night per week, were introduced this fall.

In the White Evening High School the nationalities are so varied as to include Swedes, Poles, Russians, Italians and Chinese. The most popular subjects taught in this school are mathematics and drawing, mechanical, architectural and free-hand, since these subjects pertain to the greatest number of occupations followed by these pupils.

Schools No. 42, No. 43 and No. 44 are attended in the main by foreigners for the purpose of learning English, among whom are numbered Russians, Poles, Swedes, Hungarians and Italians. It is difficult to secure teachers well qualified to give the instruction required in these schools. The course of study pursued in the other elementary evening schools consist of the three R's, with instruction at least once a week in history and geography.

While the difficulties mentioned have been encountered, and they have prevented much from being accomplished that would otherwise have been done, yet it may be said that good work has been done in many of the schools, and that the teachers have been faithful in the performance of their duties.

STATISTICS.

Number of schools, 11; number of teachers, 63; number of pupils belonging December 31, 1903, 1,785; average number belonging 1903, 1,846; average attendance for the year, 1,217; percentage of attendance, 66; total number enrolled, 5,079.

Respectfully submitted.

HENRY A. WISE.

THE SCHOOL ATTENDANCE LAW.

Mr. McCahan, who, under your rules, is made responsible for the enforcement of this law, reports as follows:

THE SCHOOL ATTENDANCE DEPARTMENT,

January 1, 1903.

MR. JAS. H. VAN SICKLE,

Superintendent of Public Instruction.

DEAR SIR: The appended statistics will acquaint you with the work of the Attendance Officers for the year 1903. The 24,698 cases of absentees do not represent the number of children absent from school. Quite a number were absent a number of times during the year. Especially was this the case with truants. All cases of absentees are placed in the possession of the Attendance Officers of the respective districts, and so held until the child returns to school. This case is then closed and a report made to the office. In case a child does not return in a reasonable time after investigation, the Attendance Officer is instructed to make a special effort and report the facts. Such cases are then placed on file for action by the Chief Attendance Officer or his assistant. You will thus observe that a case may be concluded, first, by the return of the child to school; secondly, by the failure of the officer to secure the attendance of the child; thirdly, by the withdrawal of the child from school. Withdrawals are caused by children of proper age going to work, removal from the city, attending a parochial or private school, or by death.

In addition to the above number of absentees, 1,441 Age and Schooling Certificates, entitling the holder to go to work, have been

perfected, and a record is on file in the office. These certificates are held by 108 different employers. Among many employers there has been a ready acceptance of the law. The proprietors of the Woodberry and Mt. Vernon Mills have given their hearty co-operation in the enforcement of the law, and have upon a representation of the facts in each case by the Attendance Officer dismissed all children under twelve years of age at work in their mills. The Pad Factories, Levy's Hat Factory and many smaller employers have cooperated in the same friendly spirit. That children under twelve years of age are found in the business places is most frequently caused by children and parents misstating their age when applying for work. It has been found that in some cases the home life demands less vigor in the enforcement of the law. In the case of widows with a number of small children, or where sickness prevails so as to require personal assistance to procure sustenance for the body, proper means have been taken to supply such assistance, without violating, in spirit at least, the attendance law. Such cases have occurred during the year, and I desire to give credit to those whose humanity has relieved the distress of some well-deserving poor.

Ninety-two letters of warning and marked copies of the law have been sent to parents who were indifferent to or defiant in regard to the enforcement of the law. In a great number of cases the children have returned to school.

When an Attendance Officer feels that he has exhausted his power and influence in securing the return of a child to school, the facts are reported in writing to the office, and Miss Peirce is detailed to give her personal attention to the matter in order to finally secure the return of the child to school. These are denominated "special cases." Eighty-one cases, including ninety-four children, have been satisfactorily closed. A number of other cases are still pending. Three complaints of habitual truancy and incorrigibility have been brought to the attention of the Juvenile Court, two of which were committed to Reformatories with the consent of their parents. The other was dismissed and the boy returned to school under parole of an officer of the court. This boy continued his truancy, and the inability of the Court to reform him, by commitment to a parental school, has rendered of non-effect all the efforts of the Attendance Officers to keep him n school. It has also produced a bad effect among the boys in the community in which he lives. The commitment of this boy to a school of the character proposed would, by the deterrent effect upon the boys of his neighborhood, have been of an inestimable benefit to the homes of that community.

In lieu of a parental school, or even in the event of its establishment, as an auxiliary to it, ungraded classes should be established in every group of the city. Nine are now in operation, and after January 1, 1904, several more will be formed as circumstances may allow.

In this connection I desire to quote the regulations for the transfer of truants and insubordinates from the regular to the ungraded classes from the report of the City Superintendent of Albany, New York:

"For violent opposition, irregular attendance, namely, a loss of one-third or more of school time, or for gross misbehavior, the principal may suspend a pupil from attendance, either temporarily for not more than one week, or for an indefinite period, and in all cases of such temporary suspension shall forthwith give information in writing of the cause thereof to the parent or guardian, and shall apply to the Superintendent for further advice and direction. In all cases of suspension for more than one week the Superintendent shall direct the suspended pupil to attend the ungraded class set apart for this purpose, and shall notify the parent or guardian, the Attendance Officer and the teacher having charge of the ungraded class of his action. The pupil thus directed to attend the ungraded class shall so attend until he has given satisfactory evidence of reformation, when he may be returned to the school from which he may have been suspended, unless sooner returned by order of the Board. It shall be the duty of the Attendance Officer to see that pupils suspended for more than one week are punctual and regular in attendance at the ungraded class, and the teacher of such ungraded class shall report each month all the facts concerning such suspended pupils to the Superintendent of Schools."

I desire also to quote his opinion concerning the ability and efficiency of such ungraded classes as worked under the above regulation:

"The ungraded class is, in my opinion, the most effective agency for the reformation of truants and insubordinates yet devised. It is also economical, saving several times its cost by disposing of cases that otherwise would have to be sent to other institutions at large cost to the city. I believe that the ungraded class is more effective than would be a local truant school wherein the culprits are confined and maintained at great expense."

I concur with Superintendent Cole's opinion concerning the usefulness of ungraded classes, but there will be cases of pupils which the ungraded classes will not be able to handle. For these cases the parental school must be organized. First, the regular class; second, the ungraded class, and finally, the parental school.

What has been the result of the work of the past year?

The chief benefit has been that the community realizes that there is a School Attendance Law that looks after the educational welfare of the children. The parents are now accustomed to meet the Attendance Officer at the door with the power of the law behind him to perform the duties which they formally assumed belonged entirely to themselves. The officers have, in the performance of this delicate and responsible duty, acted with tact and discretion, and have very generally been received most kindly and with a spirit of co-operation by the parents. Some of the lady officers have been met with rudeness and insult. Fine tact and womanly character can in most cases conquer such attacks. In these cases the result has been such as entitled them to my warmest sympathy and support.

Another great result has been to check incipient truancy. The child who has just begun to desert his school duties has been reclaimed. Many parents have thanked the Attendance Officers for the work they have done in this direction.

The reports for the year show that sickness is in general the cause of non-attendance. Last winter and spring there was an epidemic of measles. This fall, grip, tonsilitis, whooping cough, pneumonia and diphtheria have prevailed to a considerable extent. While personal sickness is the most frequent cause, it often occurs that children are detained at home on account of the illness of some member of the family, either to care for the sick or to be the only care of smaller children during the sickness of the mother. Poverty is a frequent cause of absence. Many children have no shoes. This is true of certain sections of the city. Pride frequently enters into the question and leads parents to misrepresent the true state of the case. Right here a good Attendance Officer accomplishes his best work.

What is needed to make the law more effective?

From what has been said in this report you will no doubt draw the conclusion that, first and foremost, simply as a means to carry on the work, ungraded classes and parental schools should be at once provided. The reason for the first will be accepted, no doubt, without any argument for their existence. That a parental school should be provided, if the law is to remain on the statute book, is equally clear to me. The city has been authorized to provide such schools in order that the results expected by the Legislature may be accomplished. The city has up to this time failed to make the provision necessary to accomplish the purpose of the law. It is not presumed that there is any objection to such a provision being made outside of the financial condition of the City Government existing at the present time. Until objections other than the one mentioned are brought forward it is

unnecessary to enter into any argument to show the absolute necessity of establishing parental schools, if the principle of compulsory attendance is to be maintained in order to carry out the purpose and benefit of Public Education.

Until that time arrives, however, there are some duties to be done and efforts to be put forth in order to accomplish, without the parental schools, the best results to be obtained. On the part of those assigned by the Board to make this law as much of a success as is possible under the circumstances, fidelity, judgment, tact, patience and good common sense are positively required.

On the part of the parents we need their sympathy and support in order that we may accomplish the greatest good for their children. They should remember that the best work cannot be accomplished in a day. It must necessarily be a growth, especially with the parents. They must grow up to the idea that the purpose of all school life is to make good citizens, honest voters, and honorable men and women of their children, and whatever is done in this direction should secure their support and co-operation.

The next and final suggestion I wish to make is that we need, and must have, if any success is to be obtained, the earnest and sympathetic co-operation of the teaching force. I approach this part of my report with a great degree of hesitancy, for the reason that I do not wish to imply that there are any, even if they do not agree that the law should be in operation, who would willingly throw obstacles in the way of its execution. I do not believe there is a single teacher who would knowingly or willingly take such an attitude with reference to this question, yet candor compels me to say that in some instances the work of the Attendance Officers has been made very grievous to them on account of lack of effort on the part of some teachers to make the details of the work a special object of their consideration. Without this co-operation it is possible to succeed, but the work will be more difficult. With it, success is sure.

The work of the Attendance Officers has, in the main, been very good. Some of it has been excellent. It has been possible to set the standard high, and the work generally has been done with great discretion and judgment. The whole result shows faithfulness, devotion and tact.

Respectfully yours,

JOHN E. MCCAHAN

Statistics of School Attendance Work for 1903:

Cases for second week of January not classified....	1,085
Absentees	24,698
Truants	1,784
Transfer cards	4,918
Special cases	257
Non-attendants	213
Total	32,955

The year 1903, like the one which preceded it, has been a year of quiet, steady progress. Aside from enforcing the school attendance law, no new enterprises have been undertaken. There has been a gradual development of plans put in operation in 1900 and 1901. The effective manner in which this work has been carried forward is due to the co operation of teachers, principals and assistant superintendents. Much freedom has been allowed in matters of method, and that freedom has in general been wisely exercised. Good schools do not insist upon any particular method or device in teaching or discipline. They stand for sound educational principles, but encourage the widest possible exercise of individuality among teachers consistent with the harmonious operation of the school system as a whole. The school-room order that springs from willing obedience and results in self-control is the kind sought. Good order is essential, and must be secured in some way; the better the way the better the school. Purely formal order is better than disorder. If a teacher can find no middle ground between these two extremes, the former is preferred. Such a teacher is asked, however, to reflect upon the purpose of order and the means best adapted to secure it; to act rationally rather than impulsively; to try to control in such a way as to secure interested co-operation rather than sullen submission. In most school rooms a high degree of success has been attained. Many pupils, restless and troublesome, because lacking a suitable outlet for surplus energy, have become obedient and

industrious when given an opportunity to work with their hands in time gained from regular studies. School has been made interesting to many an incipient truant by adding constructive work to the ordinary curriculum. The school must provide variety of occupation for a certain kind of boy if it would compete with the street. Temporary suspension and the ungraded class are resources in discipline available when other means fail. It must not be supposed that the ungraded class is composed of vicious pupils. It is made up of pupils who, for various reasons, cannot work to advantage in regular classes. Some of them are simply too old for the grade to which they belong. A curriculum adapted to little children does not appeal to them, and they tend to become truants. The ungraded class can give such children the individual attention that they need, arouse their interest, and hold them in school.

Those whom you hold responsible for the supervision of the schools readily admit that there are weak places that need strengthening. But it may safely be said that the weak places are growing fewer, that there is much teaching of an unusually high order, and that the earnest and united efforts that are being put forth by the many able principals and the hundreds of good teachers in the force cannot fail in the long run to satisfy reasonable expectations.

Respectfully submitted.

JAMES H. VAN SICKLE.

TABLES.

SUMMARY OF STATISTICS.

Population of Baltimore, "United States Census"	508,957
Basis of taxation	$334,144,151 00
School tax	40 13/16
Number of pupils belonging December 31, 1903	67,368
Average number of pupils belonging for the year 1903	66,577
Average attendance for the year 1903	55,353
Number of pupils enrolled during year ending Dec. 31, 1903.	82,297
Percentage of attendance on average number belonging	83
Number of teachers December 31, 1903	1,689
Number of schools December 31, 1903	110

Tables Accompanying Superintendent's Report.

TABLE A.

Statement showing the Number of Male and Female Teachers and the Number of Pupils Belonging December 31, 1903, the Average Number of Pupils Belonging During the Year, and the Average Attendance for the Year, the Percentage of Attendance for the Year and the Total Number Enrolled During the Year.

Schools.	Teachers.		Number of Pupils Belonging December 31, 1903.	Average Number of Pupils Belonging 1903.	Average Attendance for the Year	Percentage of Attendance for the Year.	Total Number Enrolled.
	Males.	Females.					
Principal.							
Baltimore City College, Francis A. Soper.	23	.....	692	642	600	94	957
Normal Dept., " " "	1	.....	8	6	6	100	13
Eastern High School, Wm. F. Wardenburg.	2	14	409	379	343	90	554
Western High School, Henry S. West.	1	26	964	869	793	91	1320
Baltimore Polytechnic Institute, Wm. R. King.	18	.....	362	306	288	94	473
Col'd High and Training School, J. H. N. Waring.	9	8	287	267	259	97	374
Normal Dept., " "	1	2	40	29	28	97	48
Teachers' Training School, Sarah C. Brooks.	.....	4	88	83	83	94	93
Totals.....	55	54	2850	2581	2400	92	3832

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		Number of Pupils Belonging December 31, 1903.	Average Number of Pupils Belonging 1903.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Total Number Enrolled.
	Males.	Females.					
Group A—School No. 3		17	709	680	560	82	773
" " 24		12	502	509	430	84	603
" " 38		8	306	294	243	82	381
" " 47	1	21	882	921	771	84	1199
Totals	1	58	2399	2404	2004	83	2956
Edwin Hebden, Principal.							
Group B—School No. 6		12	525	521	431	83	592
" " 23		14	591	560	456	81	679
" " 25		13	555	593	476	80	778
" " 42	2	21	844	803	700	88	1150
Totals	2	60	2515	2477	2063	83	3199
Basil Sollers, Principal.							
Group C—School No. 17		7	244	472	375	79	309
" " 28		10	447	526	457	87	504
" " 33		12	531	622	499	88	608
" " 35		11	465	488	392	80	561
" " 70	1	14	618	632	550	87	795
" " 84	2	19	864	868	780	90	973
Totals	3	73	3169	3608	3053	85	3750
Joseph C. Hands, Principal.							
Group D—School No. 2		15	619	625	485	77	823
" " 8		14	671	637	512	80	790
" " 93	2	33	1528	1483	1206	81	1854
" " 108	1	1	299	265	195	74	351
Totals	3	63	3117	3010	2398	80	3818
Alexander Fairbanks, Principal.							

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		Number of Pupils Belonging December 31, 1903.	Average Number of Pupils Belonging 1903.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Total Number Enrolled.
	Males.	Females.					
Group E—School No. 13	.....	12	508	561	460	82	600
" " 27	.....	13	563	549	461	83	639
" " 77	1	17	763	789	705	89	964
" " 83	1	18	926	920	816	89	936
" " 97	1	7	278	434	391	90	378
Totals	3	67	3038	3253	2833	87	3517
Charles J. Koch, Principal.							
Group F—School No. 5	.....	19	875	880	717	81	1001
" " 26	.....	10	425	434	363	84	474
" " 71	1	15	626	569	490	86	844
" " 101	1	5	241	223	176	79	333
" " 111	.....	14	653	631	412	66	871
Totals	2	63	2820	2737	2158	79	3523
Jacob Grape, Principal.							
Group G—School No. 7	.....	10	526	508	409	81	599
" " 43	.....	30	1228	1161	960	83	1441
" " 73	.....	16	690	663	512	77	864
" " 100	1	12	532	491	373	76	697
" " 105	2	8	641	584	451	77	809
Totals	3	76	3617	3407	2705	80	4410
Elisha M. Jackson, Principal.							
Group H—School No. 16	.....	13	480	570	507	87	584
" " 32	.....	12	474	480	412	86	557
" " 45	1	12	599	576	498	87	780
" " 49	.....	6	184	176	144	82	255
" " 113	4	10	655	682	548	80	860
Totals	5	53	2392	2484	2109	85	3046
Stephen A. Cremen, Principal.							

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		Number of Pupils Belonging December 31, 1903.	Average Number of Pupils Belonging 1903.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Total Number Enrolled.
	Males.	Females.					
Group I—School No. 20	.....	30	1285	1427	1152	81	1459
" " 74	2	23	987	984	859	87	1044
" " 80	1	23	987	1033	899	87	1250
Totals	3	76	3259	3444	2910	85	3753
Wm. H. Tolson, Principal.							
Group J—School No. 37	.....	15	698	672	545	81	823
" " 90	1	11	533	485	393	82	628
" " 94	1	29	1195	1194	1052	89	1454
" " 99	1	20	935	841	742	89	1134
Totals	3	75	3361	3192	2732	86	4039
Frederick Miller, Principal.							
Group K—School No. 50	.....	7	277	283	243	87	326
" " 51	1	21	915	946	823	87	1094
" " 52	.....	5	163	234	198	84	235
" " 53	.....	19	686	808	671	83	859
" " 54	.....	18	714	626	527	84	820
" " 115	2	1	234	224	180	80	295
Totals	3	71	2989	3121	2642	84	3629
Joseph Whittington, Principal.							
Group L—School No. 76	.....	18	776	727	581	80	969
John S. Black, Principal.							

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		Number of Pupils Belonging December 31, 1903.	Average Number of Pupils Belonging 1903.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Total Number Enrolled.
	Males.	Females.					
Group M—School No. 4	.....	18	630	638	534	84	727
" " 29	.....	10	378	388	314	81	436
" " 44	1	14	500	479	418	87	685
" " 92	1	19	810	811	718	89	932
" " 106	2	17	859	791	599	76	1034
Totals	4	78	3177	3107	2583	83	3814
Andrew J. Pietsch, Principal.							
Group N—School No. 12	.....	15	644	621	527	85	714
" " 22	.....	15	569	563	457	81	645
" " 34	.....	14	665	643	494	77	783
" " 72	2	17	724	697	619	89	958
" " 109	1	8	364	355	254	72	454
Totals	3	69	2966	2879	2351	82	3554
Judson Hunt, Principal.							
Group O—School No. 10	.....	11	436	418	333	80	531
" " 19	.....	17	787	744	595	80	893
" " 30	.....	17	754	708	582	82	882
" " 48	1	11	458	431	370	86	631
" " 114	1	9	714	652	401	61	1038
Totals	2	65	3149	2953	2281	78	3975
Samuel Keller, Principal.							
Group P—School No. 66	.....	4	141	149	132	89	182
" " 67	.....	7	295	283	243	86	334
" " 68	1	14	533	494	433	88	636
" " 96	3	17	780	753	668	89	958
" " 98	.....	8	289	301	268	86	309
Totals	4	50	2038	1980	1744	89	2419
Rozell Berryman, Principal.							

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		Number of Pupils Belonging December 31, 1903.	Average Number of Pupils Belonging 1903.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Total Number Enrolled.
	Males.	Females.					
Group Q—School No. 11	.....	24	1059	1051	848	81	1232
" " 63	2	11	474	506	412	81	566
" " 65	1	9	331	340	261	76	438
" " 78	1	17	728	710	621	88	860
" " 103	3	3	227	216	172	80	292
Totals	7	64	2819	2823	2314	81	3388
Henry Zoller, Jr., Principal.							
Group R—School No. 15	.....	15	676	678	573	84	769
" " 31	.....	13	429	449	365	81	474
" " 39	.....	12	533	498	418	84	599
" " 75	1	23	850	845	752	89	1093
Totals	1	63	2488	2470	2108	85	2935
George W. Ebaugh, Principal.							
Group S—School No. 1	1	13	582	555	475	86	736
" " 9	.....	17	621	609	488	80	741
" " 82	1	9	286	273	242	89	349
" " 95	1	16	680	672	600	89	813
" Preparatory School.	1	4	156	152	140	92	196
Totals	4	59	2325	2261	1945	86	2835
Charles A. A. I. Miller, Principal.							
Group T—School No. 21	.....	12	464	440	355	81	529
" " 46	1	14	561	526	459	87	740
" " 79	1	17	767	811	697	86	900
" " 91	1	11	388	429	360	84	491
Totals	3	54	2180	2206	1871	85	2660
Charles M. Elliott, Principal.							

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		Number of Pupils Belonging December 31, 1903.	Average Number of Pupils Belonging 1903.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Total Number Enrolled.
	Males.	Females.					
Group U—School No. 14	.....	11	473	547	453	83	566
" " 60	1	20	829	873	734	84	978
" " 61	1	16	776	782	677	87	882
" " 81	2	14	587	618	536	87	741
Totals	4	61	2665	2820	2400	85	3167
Robert W. Elliott, Principal.							
Group V—School No. 59	1	2	91	87	77	89	103
" " 62	1	22	893	594	501	84	1020
" " 64	.....	4	156	129	108	84	176
" " 112	5	19	1426	1329	1047	79	1850
" " 118	4	4	572	555	430	77	759
Totals	11	51	3138	2694	2163	80	3908
W. Edw. F. Taylor, Principal.							
Group W—School No. 55	1	23	977	825	689	84	1168
" " 56	.....	7	262	279	236	85	313
" " 57	.....	6	198	209	181	87	240
" " 58	1	9	351	331	280	85	424
Totals	2	45	1788	1645	1386	85	2145
Thomas C. Bruff, Principal.							
Colored Practice School No. 107	.....	3	807	713	507	71	935
" " " 110	3	1	889	905	692	76	1291
" " " 116	2	3	637	676	420	73	830
Totals	5	7	2333	2294	1619	74	3056
(See Col'd High and Tr. School.)							

TABLE A—Continued.—TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.—RECAPITULATION.

SCHOOLS.	Number of Schools December, 1903.	NUMBER OF TEACHERS. Men, 1903.	Women, 1903.	Total, 1903.	Number of Pupils Belonging December 31, 1903.	Average Number Belonging for the Year 1903.	Average Attendance for the Year 1903.	Percentage of Attendance, 1903.	Total Enrollment for the Year 1903.	Year.	Number of Pupils Enrolled in School Compared by Years.	Average Attendance Compared.
Baltimore City College	1	23	.....	23	692	642	600	94	957	1877	45,942	27,779
Eastern High School	1	2	14	16	409	379	343	90	554	1878	45,951	29,518
Western High School	1	1	26	27	964	869	793	91	1,320	1879	48,988	30,477
Baltimore Poly'tc Insti'te	1	18	.....	18	362	306	288	94	473	1880	48,066	29,961
Colored High School	1	9	8	17	287	267	259	97	374	1881	47,048	29,424
Training Department:												
Baltimore City College	.....	1	.....	1	8	6	6	100	13	1882	48,277	29,178
White Women	.....	.....	4	4	88	83	83	94	93	1883	48,876	31,601
Colored Women	.....	1	2	3	40	29	28	97	48	1884	52,548	34,024
Secondary Schools	5	55	54	109	2,850	2,581	2,400	92	3,832	1885	52,970	34,992
Group A	4	1	58	59	2,399	2,404	2,004	83	2,956	1886	54,221	33,581
" B	4	2	60	62	2,515	2,477	2,063	83	3,199	1887	54,210	33,969
" C	6	3	73	76	3,169	3,608	3,053	85	3,750	1888	59,906	37,892
" D	4	3	63	66	3,117	3,010	2,398	80	3,818	1889	63,545	40,014
" E	5	3	67	70	3,038	3,253	2,833	87	3,517	1890	65,758	41,603
" F	5	2	63	65	2,820	2,737	2,158	79	3,523	1891	66,836	42,898
" G	5	3	76	79	3,617	3,407	2,705	80	4,410	1892	67,610	43,869
" H	5	5	53	58	2,392	2,484	2,109	85	3,046	1893	69,425	45,846

" I	3	3	76	79	3,259	3 444	2,910	85	3,753	1894	72,980	49,125
" J	4	3	75	78	3,361	3,192	2,732	86	4,039	1895	75,610	49,790
" K	6	3	71	74	2,989	3,121	2,642	84	3,629	1896	76,192	51,712
" L	1	.....	18	18	776	727	581	80	969	1897	78,542	53,209
" M	5	4	78	82	3,177	3,107	2,583	83	3,814	1898	79,684	53,531
" N	5	3	69	72	2,966	2,879	2,351	82	3,554	1899	80,146	53,728
" O	5	2	65	67	3,149	2,953	2,281	78	3,975	1900	72,490	54,403
" P	5	4	50	54	2,038	1,980	1,744	89	2,419	1901	75,907	52,640
" Q	5	7	64	71	2,819	2,823	2,314	81	3,388	1902	80,560	53,846
" R	4	1	63	64	2,488	2,470	2,108	85	2,935	1903	82,297	55,353
" S	4	4	59	63	2,325	2,261	1,945	86	2,835	.....	.....	.....
" T	4	3	54	57	2,180	2,206	1,871	85	2,660	.....	.....	.....
" U	4	4	61	65	2,665	2,820	2,400	85	3,167	.....	.....	.....
" V	5	11	51	62	3,138	2,694	2,163	80	3,908	.....	.....	.....
" W	4	2	45	47	1.788	1,645	1,386	85	2,145	.....	.....	.....
Colored Practice Schools...	3	5	7	12	2,333	2,294	1,619	74	3,056	.....	.....	.....
Elementary Schools	105	81	1,419	1,500	64,518	63,996	52,953	83	78,465	.....	.....	.....
Total.....	110	136	1,473	1,609	67,368	66,577	55,353	83	82,297	.....	.....	.....
Group Principals.....	.....	23	.....	23	.....	.....	.....	.....	.....	.....	.....	.....
*Supervisors of Music	.....	.....	4	4	.....	.....	.....	.....	.....	.....	.....	.....
Drawing Teachers.	.....	.....	13	13	.....	.....	.....	.....	.....	.....	.....	.....
Sewing Teachers..	.....	.....	25	25	.....	.....	.....	.....	.....	.....	.....	.....
Physical Culture Teachers.	.....	2	6	8	.....	.....	.....	.....	.....	.....	.....	.....
Manual Training Teachers	.....	4	.....	4	.....	.....	.....	.....	.....	.....	.....	.....
Cooking Teachers	.....	.....	3	3	.....	.....	.....	.....	.....	.....	.....	.....
Grand Total.....	.....	165	1,524	1,689	67,368	66,577	55,353	83	82,297	.....	.....	.....

*Helen M. Place, Supervisor.
Olivia Keach, "
Laura Davis, "
Carl A. Schulz, "

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		Number of Pupils Belonging December 31, 1903.	Average Number of Pupils Belonging 1903.	Average Attendance for the Year	Percentage of Attendance for the Year.	Total Number Enrolled.
	Males.	Females.					
Group A—School No. 3		17	709	680	560	82	773
" " 24		12	502	509	430	84	603
" " 38		8	306	294	243	82	381
" " 47	1	21	882	921	771	84	1199
Totals	1	58	2399	2404	2004	83	2956
Edwin Hebden, Principal.							
Group B—School No. 6		12	525	521	431	83	592
" " 23		14	591	560	456	81	679
" " 25		13	555	593	476	80	778
" " 42	2	21	844	803	700	88	1150
Totals	2	60	2515	2477	2063	83	3199
Basil Sollers, Principal.							
Group C—School No. 17		7	244	472	375	79	309
" " 28		10	447	526	457	87	504
" " 33		12	531	622	499	88	608
" " 35		11	465	488	392	80	561
" " 70	1	14	618	632	550	87	795
" " 84	2	19	864	868	780	90	973
Totals	3	73	3169	3608	3053	85	3750
Joseph C. Hands, Principal.							
Group D—School No. 2		15	619	625	485	77	823
" " 8		14	671	637	512	80	790
" " 93	2	33	1528	1483	1206	81	1854
" " 108	1	1	299	265	195	74	351
Totals	3	63	3117	3010	2398	80	3818
Alexander Fairbanks, Principal.							

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		Number of Pupils Belonging December 31, 1903.	Average Number of Pupils Belonging 1903.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Total Number Enrolled.
	Males.	Females.					
Group E—School No. 13	.....	12	508	561	460	82	600
" " 27	.....	13	563	549	461	83	639
" " 77	1	17	763	789	705	89	964
" " 83	1	18	926	920	816	89	936
" " 97	1	7	278	434	391	90	378
Totals	3	67	3038	3253	2833	87	3517
Charles J. Koch, Principal.							
Group F—School No. 5	.....	19	875	880	717	81	1001
" " 26	.....	10	425	434	363	84	474
" " 71	1	15	626	569	490	86	844
" " 101	1	5	241	223	176	79	333
" " 111	.....	14	653	631	412	66	871
Totals	2	63	2820	2737	2158	79	3523
Jacob Grape, Principal.							
Group G—School No. 7	.....	10	526	508	409	81	599
" " 43	.....	30	1228	1161	960	83	1441
" " 73	.....	16	690	663	512	77	864
" " 100	1	12	532	491	373	76	697
" " 105	2	8	641	584	451	77	809
Totals	3	76	3617	3407	2705	80	4410
Elisha M. Jackson, Principal.							
Group H—School No. 16	.....	13	480	570	507	87	584
" " 32	.....	12	474	480	412	86	557
" " 45	1	12	599	576	498	87	780
" " 49	.....	6	184	176	144	82	255
" " 113	4	10	655	682	548	80	860
Totals	5	53	2392	2484	2109	85	3046
Stephen A. Cremen, Principal.							

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		Number of Pupils Belonging December 31, 1903.	Average Number of Pupils Belonging 1903.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Total Number Enrolled.
	Males.	Females.					
Group I—School No. 20	.....	30	1285	1427	1152	81	1459
" " 74	2	23	987	984	859	87	1044
" " 80	1	23	987	1033	899	87	1250
Totals	3	76	3259	3444	2910	85	3753
Wm. H. Tolson, Principal.							
Group J—School No. 37	.....	15	698	672	545	81	823
" " 90	1	11	533	485	393	82	628
" " 94	1	29	1195	1194	1052	89	1454
" " 99	1	20	935	841	742	89	1134
Totals	3	75	3361	3192	2732	86	4039
Frederick Miller, Principal.							
Group K—School No. 50	.....	7	277	283	243	87	326
" " 51	1	21	915	946	823	87	1094
" " 52	.....	5	163	234	198	84	235
" " 53	.....	19	686	808	671	83	859
" " 54	.....	18	714	626	527	84	820
" " 115	2	1	234	224	180	80	295
Totals	3	71	2989	3121	2642	84	3629
Joseph Whittington, Principal.							
Group L—School No. 76	.....	18	776	727	581	80	969
John S. Black, Principal.							

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		Number of Pupils Belonging December 31, 1903.	Average Number of Pupils Belonging 1903.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Total Number Enrolled.
	Males.	Females.					
Group M—School No. 4	.....	18	630	638	534	84	727
" " 29	.....	10	378	388	314	81	436
" " 44	1	14	500	479	418	87	685
" " 92	1	19	810	811	718	89	932
" " 106	2	17	859	791	599	76	1034
Totals	4	78	3177	3107	2583	83	3814
Andrew J. Pietsch, Principal.							
Group N—School No. 12	.....	15	644	621	527	85	714
" " 22	.....	15	569	563	457	81	645
" " 34	.....	14	665	643	494	77	783
" " 72	2	17	724	697	619	89	958
" " 109	1	8	364	355	254	72	454
Totals	3	69	2966	2879	2351	82	3554
Judson Hunt, Principal.							
Group O—School No. 10	.....	11	436	418	333	80	531
" " 19	.....	17	787	744	595	80	893
" " 30	.....	17	754	708	582	82	882
" " 48	1	11	458	431	370	86	631
" " 114	1	9	714	652	401	61	1038
Totals	2	65	3149	2953	2281	78	3975
Samuel Keller, Principal.							
Group P—School No. 66	.....	4	141	149	132	89	182
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" " 98	.....	8	289	301	268	86	309
Totals	4	50	2038	1980	1744	89	2419
Rozell Berryman, Principal.							

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		Number of Pupils Belonging December 31, 1903.	Average Number of Pupils Belonging 1903.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Total Number Enrolled.
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" " 63	2	11	474	506	412	81	566
" " 65	1	9	331	340	261	76	438
" " 78	1	17	728	710	621	88	860
" " 103	3	3	227	216	172	80	292
Totals	7	64	2819	2823	2314	81	3388
Henry Zoller, Jr., Principal.							
Group R—School No. 15	.....	15	676	678	573	84	769
" " 31	.....	13	429	449	365	81	474
" " 39	.....	12	533	498	418	84	599
" " 75	1	23	850	845	752	89	1093
Totals	1	63	2488	2470	2108	85	2935
George W. Ebaugh, Principal.							
Group S—School No. 1	1	13	582	555	475	86	736
" " 9	.....	17	621	609	488	80	741
" " 82	1	9	286	273	242	89	349
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" " 91	1	11	388	429	360	84	491
Totals	3	54	2180	2206	1871	85	2660
Charles M. Elliott, Principal.							

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	TEACHERS.		Number of Pupils Belonging December 31, 1903.	Average Number of Pupils Belonging 1903.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Total Number Enrolled.
	Males.	Females.					
Group U—School No. 14	.....	11	473	547	453	83	566
" " 60	1	20	829	873	734	84	978
" " 61	1	16	776	782	677	87	882
" " 81	2	14	587	618	536	87	741
Totals	4	61	2665	2820	2400	85	3167
Robert W. Elliott, Principal.							
Group V—School No. 59	1	2	91	87	77	89	103
" " 62	1	22	893	594	501	84	1020
" " 64	.....	4	156	129	108	84	176
" " 112	5	19	1426	1329	1047	79	1850
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Totals	11	51	3138	2694	2163	80	3908
W. Edw. F. Taylor, Principal.							
Group W—School No. 55	1	23	977	825	689	84	1168
" " 56	.....	7	262	279	236	85	313
" " 57	.....	6	198	209	181	87	240
" " 58	1	9	351	331	280	85	424
Totals	2	45	1788	1645	1386	85	2145
Thomas C. Bruff, Principal.							
Colored Practice School No. 107	.....	3	807	713	507	71	935
" " " 110	3	1	889	905	692	76	1291
" " " 116	2	3	637	676	420	73	830
Totals	5	7	2333	2294	1619	74	3056
(See Col'd High and Tr. School.)							

TABLE A—Continued.—TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.—RECAPITULATION.

SCHOOLS.	Number of Schools December, 1903.	NUMBER OF TEACHERS. Men, 1903.	Women, 1903.	Total, 1903.	Number of Pupils Belonging December 31 1903.	Average Number Belonging for the Year 1903.	Average Attendance for the Year 1903.	Percentage of Attendance, 1903.	Total Enrollment for the Year 1903.	Year.	Number of Pupils Enrolled in School Compared by Years.	Average Attendance Compared.
Baltimore City College.....	1	23	.....	23	692	642	600	94	957	1877	45,942	27,779
Eastern High School.....	1	2	14	16	409	379	343	90	554	1878	45,951	29,518
Western High School.....	1	1	26	27	964	869	793	91	1,320	1879	48,988	30,477
Baltimore Poly'tc Insti'te..	1	18	.....	18	362	306	288	94	473	1880	48,066	29,961
Colored High School..	1	9	8	17	287	267	259	97	374	1881	47,048	29,424
Training Department:												
Baltimore City College...	.....	1	.....	1	8	6	6	100	13	1882	48,277	29,178
White Women.....	.....	.....	4	4	88	83	83	94	93	1883	48,876	31,601
Colored Women.	.....	1	2	3	40	29	28	97	48	1884	52,548	34,024
Secondary Schools.....	5	55	54	109	2,850	2,581	2,400	92	3,832	1885	52,970	34,992
Group A	4	1	58	59	2,399	2,404	2,004	83	2,956	1886	54,221	33,581
" B	4	2	60	62	2,515	2,477	2,063	83	3,199	1887	54,210	33,969
" C	6	3	73	76	3,169	3,608	3,053	85	3,750	1888	59,906	37,892
" D	4	3	63	66	3,117	3,010	2,398	80	3,818	1889	63,545	40,014
" E	5	3	67	70	3,038	3,253	2,833	87	3,517	1890	65,758	41,603
" F	5	2	63	65	2,820	2,737	2,158	79	3,523	1891	66,836	42,898
" G	5	3	76	79	3,617	3 407	2,705	80	4,410	1892	67,610	43,869
" H	5	5	53	58	2,392	2,484	2,109	85	3,046	1893	69,425	45,846

" I	3	3	76	79	3,259	3 444	2,910	85	3,753	1894	72,980	49,125
" J	4	3	75	78	3,361	3,192	2,732	86	4,039	1895	75,610	49,790
" K	6	3	71	74	2,989	3,121	2,642	84	3,629	1896	76,192	51,712
" L	1	.....	18	18	776	727	581	80	969	1897	78,542	53,209
" M	5	4	78	82	3,177	3,107	2,583	83	3,814	1898	79,684	53,531
" N	5	3	69	72	2,966	2,879	2,351	82	3,554	1899	80,146	53,728
" O	5	2	65	67	3,149	2,953	2,281	78	3,975	1900	72,490	54,403
" P	5	4	50	54	2,038	1,980	1,744	89	2,419	1901	75,907	52,640
" Q	5	7	64	71	2,819	2,823	2,314	81	3,388	1902	80,560	53,846
" R	4	1	63	64	2,488	2,470	2,108	85	2,935	1903	82,297	55,353
" S	4	4	59	63	2,325	2,261	1,945	86	2,835	.....	.....	.....
" T	4	3	54	57	2,180	2,206	1,871	85	2,660	.....	.....	.....
" U	4	4	61	65	2,665	2,820	2,400	85	3,167	.....	.....	.....
" V	5	11	51	62	3,138	2,694	2,163	80	3,908	.....	.....	.....
" W	4	2	45	47	1.788	1,645	1,386	85	2,145	.....	.....	.....
Colored Practice Schools	3	5	7	12	2,333	2,294	1,619	74	3,056	.....	.....	.....
Elementary Schools	105	81	1,419	1,500	64,518	63,996	52,953	83	78,465	.....	.....	.....
Total	110	136	1,473	1,609	67,368	66,577	55,353	83	82,297	.....	.....	.....
Group Principals	.....	23	.....	23	.....	.....	.....	.....	.....	.....	.....	.....
*Supervisors of Music	.....	.....	4	4	.....	.....	.....	.....	.....	.....	.....	.....
Drawing Teachers	.....	.....	13	13	.....	.....	.....	.....	.....	.....	.....	.....
Sewing Teachers	.....	.....	25	25	.....	.....	.....	.....	.....	.....	.....	.....
Physical Culture Teachers	.....	2	6	8	.....	.....	.....	.....	.....	.....	.....	.....
Manual Training Teachers	.....	4	.....	4	.....	.....	.....	.....	.....	.....	.....	.....
Cooking Teachers	.....	.....	3	3	.....	.....	.....	.....	.....	.....	.....	.....
Grand Total	.....	165	1,524	1,689	67,368	66,577	55,353	83	82,297	.....	.....	.....

*Helen M. Place, Supervisor.
Olivia Keach, "
Laura Davis, "
Carl A. Schulz, "

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

COLORED SCHOOLS.	TEACHERS.			NUMBER OF PUPILS.				
	Male.	Female.	Total.	Number of Pupils Belonging December, 1903.	Average Number of Pupils Belonging 1903.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Total Number Enrolled.
Colored High and Training School....	10	10	20	327	286	287	97	422
School No. 100.....	1	12	13	532	491	373	76	697
" 101.....	1	5	6	241	223	176	79	333
" 103*.....	3	3	6	227	216	172	80	292
" 105*.....	2	8	10	641	584	451	77	809
" 106.....	2	17	19	859	791	599	76	1,034
" 107*.....	.....	3	3	807	713	507	71	935
" 108*.....	1	1	2	299	265	195	74	351
" 109.....	1	8	9	364	355	254	72	454
" 110*.....	3	1	4	889	905	692	76	1,291
" 111.....	.....	14	14	653	631	412	66	871
" 112*.....	5	19	24	1,426	1,329	1,047	79	1,850
" 113*.....	4	10	14	655	682	548	80	860
" 114*.....	1	9	10	714	652	401	61	1,038
" 115*.....	2	1	3	234	224	180	80	295
" 116*.....	2	3	5	637	676	420	73	830
" 118*.....	4	4	8	572	555	430	77	759
Totals.....	42	128	170	10,077	9,578	7,144	75	13,121

*Schools taught by colored faculties.

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

NIGHT SCHOOLS.	TEACHERS.			Number of Pupils Belonging December 31, 1903.	Average Number of Pupils Belonging 1903.	Average Attendance for the Year.	Percentage of Attendance for the Year.	Total Number Enrolled.
	Males.	Females.	Total Number of Teachers.					
Evening High School	11	.....	11	288	294	202	69	1,014
Night School No. 30.	2	.....	2	36	60	40	67	222
" " 42.	4	2	6	168	140	118	84	208
" " 43.	6	2	8	268	314	169	54	1,101
" " 44.	5	.....	5	200	172	117	68	445
" " 55.	4	1	5	115	124	100	81	309
Colored Evening High School	5	7	12	204	226	150	70	683
Colored Night School No. 101	4	.....	4	140	136	88	65	234
Colored Night School No. 106	3	.....	3	98	114	70	62	270
Colored Night School No. 112	4	.....	4	147	165	103	64	337
Colored Night School No. 113	3	.....	3	121	101	60	59	256
Totals	51	12	63	1,785	1,846	1,217	66	5,079

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE B.

DIFFERENT GRADES OF SCHOOLS COMPARED.

	Year 1903.	Year 1902.	Increase.	Decrease.
Number of pupils in Balto. City College	692	622	70	.....
Number of pupils in Eastern High School	409	371	38	.....
Number of pupils in Western High School	964	807	157	.....
Number of pupils in Baltimore Polytechnic Institute	362	258	104	.....
Number of pupils in Col'd High School	287	262	25	.....
Number of pupils in Training Department, B. C. C. (White Men)	8	5	3	.....
Number of pupils in Training Department (White Women)	88	97	.....	9
Number of pupils in Training Department (Colored)	40	24	16	.....
	2,850	2,446	413	9
Elementary Schools	64,518	63,953	565	.....
Totals	67,368	66,399	978	.....

TABLE BB.

DIFFERENT GRADES OF CLASSES COMPARED.

	1903.	1902.	Increase.	Decrease.
Number of pupils in Fifth year	34	35	.....	1
" " Fourth year	321	248	73	.....
" " Third year	471	367	104	.....
" " Second year	699	641	58	.....
" " First year	1,189	1,029	160	.....
Training Schools	136	126	10	.....
Number of pupils in Eighth Grade	2,011	1,934	77	.....
" " Seventh Grade	3,005	2,863	142	.....
" " Sixth Grade	4,487	4,274	213	.....
" " Fifth Grade	6,494	6,447	47	.....
" " Fourth Grade	8,885	8,595	290	.....
" " Third Grade	10,259	10,305	.....	46
" " Second Grade	12,257	12,433	.....	176
" " First Grade	17,120	17,102	18	.....
	67,368	66,399	1,192	223
Preparatory classes included in above	324	155	169	.....

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE C.

Showing the number of Pupils and Teachers in the Public Schools on Roll at the time of making the Report each year, from the year 1829, when the first Public School was opened, to the year 1903, inclusive.

This statement does not include Night Schools.

Date.	Teachers.	Pupils.	Date.	Teachers.	Pupils.
1829	3	269	1867	490	22,073
1830	5	402	1868	537	21,903
1831	5	627	1869	540	23,552
1832	5	640	1870	549	23,898
1833	5	544	1871	559	24,479
1834	8	859	1872	581	25,092
1835	8	747	1873	558	26,663
1836	8	814	1874	626	27,634
1837	8	659	1875	672	29,942
1838	8	675	1876	717	31,071
1839	16	1,126	1877	734	32,523
1840	22	1,834	1878	784	34,002
1841	27	2,331	1879	798	35,595
1842	28	2,464	1880	799	35,297
1843	30	2,669	1881	824	35,630
1844	38	3,366	1882	826	35,639
1845	52	4,313	1883	855	37,546
1846	65	5,087	1884	893	38,618
1847	90	6,439	1885	930	39,828
1848	100	6,696	1886	972	39,779
1849	110	6,763	1887	994	41,199
1850	119	7,093	1888	1,119	46,521
1851	138	8,011	1889	1,187	48,850
1852	175	9,081	1890	1,244	50,899
1853	186	9,447	1891	1,301	52,543
1854	207	9,717	1892	1,382	54,406
1855	217	10,588	1893	1,464	57,048
1856	238	11,441	1894	1,557	59,808
1857	245	11,269	1895	1,614	61,271
1858	256	11,587	1896	1,719	63,087
1859	267	11,750	1897	1,794	64,602
1860	284	13,186	1898	1,827	65,170
1861	295	13,424	1899	1,802	65,289
1862	311	13,888	1900	1,676	64,720
1863	333	14,847	1901	1,647	64,918
1864	343	15,319	1902	1,679	66,399
1865	366	15,957	1903	1,689	67,368
1866	402	17,550			

TABLE D.

SCHOOLS.	NUMBER OF PUPILS BETWEEN THE AGES OF																Totals.
	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	
Baltimore City College	.....	.....	.....	.....	.....	.....	.....	6	45	116	160	162	116	69	13	5	.....	692
Training School (White Men)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	3	1	1	8
Eastern High School	.....	.....	.....	.....	.....	.....	.....	1	8	57	104	81	108	41	5	4	.....	409
Western High School	.....	.....	.....	.....	.....	.....	.....	1	31	135	249	256	165	98	24	5	.....	964
Balto. Polytechnic Inst.	.....	.....	.....	.....	.....	.....	.....	1	9	64	107	84	49	30	12	6	.....	362
Teachers' Train'g School (White)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	10	45	19	12	88
Colored High School	.....	.....	.....	.....	.....	.....	.....	.....	3	10	22	64	63	63	41	19	2	287
Colored Training School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	5	13	15	40
Totals	.....	.....	.....	.....	.....	.....	.....	9	96	382	642	647	503	321	148	72	30	2850
Group A	31	240	334	326	287	333	270	224	177	111	56	10	.....	.....	.....	.....	.....	2399
" B	88	331	283	302	300	339	286	257	199	97	30	3	.....	.....	.....	.....	.....	2515
" C	76	352	348	440	413	429	368	316	215	151	45	16	.....	.....	.....	.....	.....	3169
" D	69	373	400	399	452	419	360	341	201	76	24	3	.....	.....	.....	.....	.....	3117
" E	57	348	357	396	400	363	389	298	239	116	71	4	.....	.....	.....	.....	.....	3038
" F	32	289	369	330	349	318	273	281	229	172	111	53	13	1	.....	.....	.....	2820
" G	118	412	349	424	406	456	434	367	292	206	86	42	15	10	.....	.....	.....	3617
" H	69	214	253	247	319	295	241	292	201	136	72	25	23	4	1	.....	.....	2392

" I	50	261	327	360	350	403	389	353	344	277	113	30	2	....	.....	.....	.....	3259
" J	46	360	431	443	475	449	394	348	268	107	32	8	.....	.....	.....	.....	.....	3361
" K	62	213	331	366	360	355	330	334	273	204	111	42	7	1	.....	.....	.....	2989
" L	10	123	96	108	108	102	84	81	47	14	1	2	.....	.....	.....	.....	.....	776
" M	94	293	349	372	373	411	374	366	278	154	65	37	8	1	1	1	.....	3177
" N	38	311	381	389	390	380	398	314	192	113	47	10	3	.....	.....	.....	.....	2966
" O	53	287	383	468	394	376	331	357	258	165	55	17	5	.....	.....	.....	.....	3149
" P	20	226	241	287	241	260	281	212	144	91	29	6	.....	.....	.....	.....	.....	2038
" Q	42	261	350	331	325	327	278	302	235	167	131	59	7	4	.....	.....	.....	2819
" R	36	208	251	273	303	326	303	279	242	173	68	23	2	.....	1	.....	.....	2488
" S	37	214	254	248	223	280	250	249	253	200	87	25	3	2	.....	.....	.....	2325
" T	25	162	205	194	218	255	277	283	240	172	109	35	4	1	.....	.....	.....	2180
" U	27	237	193	268	313	316	308	350	296	197	120	34	5	1	.....	.....	.....	2665
" V	97	311	335	350	351	378	346	350	278	223	81	36	2	.....	.....	.....	.....	3138
" W	59	212	239	212	249	234	198	172	104	67	32	9	1	.....	.....	.....	.....	1788
Colored Practice Schools.	45	216	231	274	298	307	257	252	204	144	69	30	5	1	.....	.....	.....	2333
Totals	1281	6454	7290	7807	7897	8111	7419	6978	5409	3533	1645	559	105	26	3	1	.....	64518
Grand totals	1281	6454	7290	7807	7897	8111	7419	6987	5505	3915	2287	1206	608	347	151	73	30	67368

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE E.

STATEMENT SHOWING THE NUMBER OF PUPILS IN EACH GRADE.

SECONDARY SCHOOLS.	Fifth Year.		Fourth Year.		Third Year.		Second Year.		First Year.		Totals.		GRAND TOTALS.
	Boys.	Girls	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls	Boys.	Girls.	
Baltimore City College	32	.....	85	.....	118	.....	174	.....	283	.....	692	.....	692
Normal Department, B. C. C	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	.....	8
Eastern High School	.....	.....	.....	77	.....	70	.....	94	.....	168	.....	409	409
Western High School	.....	2	.....	106	.....	183	.....	248	.....	425	.....	964	964
Baltimore Polytechnic Institute	.....	.....	13	.....	47	.....	92	.....	210	.....	362	.....	362
Colored High School	.....	.....	11	29	19	34	28	63	39	64	97	190	287
Normal Departm't, Colored High and Training School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	28	40
Training Dept., White Women	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	88	88
Totals	32	2	109	212	184	287	294	405	532	657	1171	1679	2850

TABLE F.—Continued.

SCHOOLS.	First Grade.		Second Grade.		Third Grade.		Fourth Grade.		Fifth Grade.		Sixth Grade.		Seventh Grade.		Eighth Grade.		Totals.		GRAND TOTALS.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group A—School No. 3....	118	136	115	118	99	85	14	24	.....	.....	.....	.....	...	.....	....	.....	346	363	709
" " 24.....	82	89	90	74	65	62	21	19	.....	.....	.....	.....	.....	.....	.....	.....	258	244	502
" " 38.....	63	70	35	43	50	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	148	158	306
" " 47.....	.....	.....	.....	.....	9	.....	169	159	120	131	68	67	51	49	29	30	446	436	882
	263	295	240	235	223	192	204	202	120	131	68	67	51	49	29	30	1198	1201	2399
Group B—School No. 6...	121	102	77	97	66	62	.....	.....	.....	.....	.....	.....	...	.....	....	.....	264	261	525
" " 23..	131	108	100	112	38	65	15	22	.....	.....	.....	.....	...	.....	.....	.....	284	307	591
" " 25...	162	142	79	47	48	77	.....	.....	.....	.....	.....	.....	...	.....	.....	.....	289	266	555
" " 42...	....	.....	.....	.....	26	14	185	144	87	104	98	68	38	32	17	31	451	393	844
	414	352	256	256	178	218	200	166	87	104	98	68	38	32	17	31	1288	1227	2515

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE E—Continued.

SCHOOLS.	First Grade.		Second Grade.		Third Grade.		Fourth Grade.		Fifth Grade.		Sixth Grade.		Seventh Grade.		Eighth Grade.		Totals.		GRAND TOTALS.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group C—School No. 17.....	99	88	.....	.....	30	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	129	115	244
" " 28.....	69	59	76	72	75	54	26	16	.....	.....	.....	.....	.....	.....	.....	.....	246	201	447
" " 33.....	99	92	67	71	41	43	36	43	34	5	.....	.....	.....	.....	.....	.....	277	254	531
" " 35.....	63	62	89	92	21	21	24	55	25	13	.....	.....	.....	.....	.....	.....	222	243	465
" " 70.....	.....	.....	65	63	61	22	66	107	54	72	47	61	.....	.....	.....	.....	293	325	618
" " 84.....	77	88	67	75	77	95	23	25	44	77	29	46	40	40	24	37	381	483	864
	407	389	364	373	305	262	175	246	157	167	76	107	40	40	24	37	1548	1621	3169
Group D—School No. 2...	115	152	92	101	53	67	.....	39	.....	.....	.....	.....	.....	.....	.....	.....	260	359	619
" " 8...	89	71	60	67	60	41	91	66	34	46	20	26	.....	.....	.....	.....	354	317	671
" " 93..	202	219	127	151	102	125	110	110	98	109	46	42	29	25	21	12	735	793	1528
" " 108...	67	84	26	30	13	21	12	22	10	14	.....	.....	.....	.....	.....	.....	128	171	299
	473	526	305	349	228	254	213	237	142	169	66	68	29	25	21	12	1477	1640	3117

Group E—School No.	13	113	80	85	67	57	67	17	22	.....	.....	.....	.....	.....	.....	.....	....	272	236	508
" "	27	115	123	87	79	70	89	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	272	291	563
" "	77	.....	.....	.....	.....	.....	.....	122	118	98	99	87	85	48	39	33	34	388	375	763
" "	83	115	94	69	63	73	78	76	66	59	77	28	27	50	33	14	4	484	442	926
" "	97	46	34	37	41	36	43	22	19	.....	.....	.....	.....	.....	.....	.....	...	141	137	278
		389	331	278	250	236	277	237	225	157	176	115	112	98	72	47	38	1557	1481	3038
Group F—School No.	5	196	147	149	145	108	79	32	19	.....	.....	.....	.....	.....	.....	.....	.....	485	390	875
" "	26	85	81	63	42	60	60	11	23	.....	.....	.....	.....	.....	.....	....	....	219	206	425
" "	71	.....	.....	.....	.....	.....	.....	62	103	85	88	66	79	46	27	31	39	290	336	626
" "	101	.....	.....	.....	.....	.....	.....	.....	.....	62	82	13	31	7	25	4	17	86	155	241
" "	111	183	166	53	69	45	79	32	26	.....	.....	.....	.....	.....	.....	.....	.....	313	340	653
		464	394	265	256	213	218	137	171	147	170	79	110	53	52	35	56	1393	1427	2820
Group G—School No.	7	120	144	80	93	41	48	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	241	285	526
" "	43	176	194	137	158	117	110	51	71	43	52	31	32	13	18	13	12	581	647	1228
" "	73	32	20	51	46	88	43	82	92	46	52	47	37	12	21	9	17	362	328	690
" "	100	54	68	22	39	19	56	30	42	11	37	29	54	6	37	8	20	179	353	532
" "	105	135	142	76	88	52	62	38	48	.....	.....	.....	.....	.....	.....	.....	....	300	341	641
		517	568	366	424	317	319	201	253	100	141	102	123	31	76	30	49	1663	1954	3617
Group H—School No.	16	111	115	67	73	62	52	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	240	240	480
" "	32	78	75	69	70	63	60	33	26	.....	.....	.....	.....	.....	.....	.....	.....	243	231	474
" "	45	.....	.....	.....	.....	.....	.....	85	106	76	89	51	47	39	42	34	30	285	314	599
" "	49	19	24	16	18	18	20	15	14	10	3	4	3	11	9	.....	.....	93	91	184
" "	113	103	85	52	70	41	54	25	42	17	45	26	27	13	27	9	19	286	369	655
		311	299	204	331	184	186	158	188	103	137	81	77	63	78	43	49	1147	1245	2392

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE E—Continued.

SCHOOLS.	First Grade.		Second Grade.		Third Grade.		Fourth Grade.		Fifth Grade.		Sixth Grade.		Seventh Grade.		Eighth Grade.		Totals.		GRAND TOTALS.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys	Girls	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group I—School No. 20...	278	265	212	196	156	178	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	646	639	1285
" " 74...	92	115	76	65	65	64	57	34	64	76	54	42	56	71	24	32	488	499	987
" " 80...	....	.....	....	....	.....	.....	130	109	113	143	99	123	81	96	29	64	452	535	987
	370	380	288	261	221	242	187	143	177	219	153	165	137	167	53	96	1586	1673	3259
Group J—School No. 37...	154	155	110	112	83	84	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	347	351	698
" " 90...	95	65	62	76	28	30	61	75	19	22	.....	.....	.....	.....	.....	.....	265	268	533
" " 94...	173	176	114	110	44	82	89	83	77	83	54	45	25	23	7	10	583	612	1195
" " 99...	128	108	102	78	80	71	64	47	47	59	38	49	12	18	22	12	493	442	935
	550	504	388	376	235	267	214	205	143	164	92	94	37	41	29	22	1688	1673	3361

Group K—School No.	50...	40	26	34	39	21	34	21	21	13	28	.....	.....	.....	.....	.....	.....	129	148	277
" "	51...	97	69	86	84	62	80	66	50	57	48	47	40	28	27	29	25	49	423	915
" "	52...	.....	.....	.....	.....	32	.....	...	.....	35	.....	36	.....	34	.....	26	.....	163	.....	163
" "	53...	37	169	.....	106	.....	72	....	115	.....	81	.....	51	.....	29	.....	26	37	649	686
" "	54...	126	13	117	7	106	36	109	3	26	21	40	47	2	35	.....	26	526	188	714
" "	115...	32	35	22	24	17	22	9	12	9	9	4	14	7	4	5	9	105	129	234
		332	312	259	260	238	244	205	201	160	187	127	152	71	95	60	86	1452	1537	2989
Group L—School No.	76...	113	119	90	79	78	71	48	65	27	27	16	17	16	10	.....	.....	388	388	776
Group M—School No.	4...	133	154	82	83	83	58	.....	37	.....	...	.....	.....	.....	.....	.....	.....	298	332	630
" "	29...	52	55	70	61	35	40	24	41	.....	...	.....	.....	.....	.....	.....	.....	181	197	378
" "	44...	.....	.....	.....	.....	.....	.....	62	21	67	83	76	68	35	34	33	21	273	227	500
" "	92...	79	83	67	83	64	66	73	76	54	76	17	23	23	10	8	8	385	425	810
" "	106...	138	146	80	71	72	95	36	65	14	28	23	38	16	18	8	11	387	472	859
		402	438	299	298	254	259	195	240	135	187	116	129	74	62	49	40	1524	1653	3177
Group N—School No	12...	157	129	89	93	84	92	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	330	314	644
" "	22...	152	110	104	85	47	65	3	.....	2	.....	1	.....	.....	.....	.....	.....	309	260	569
" "	34...	131	130	106	82	59	66	32	59	.....	.....	.....	.....	.....	.....	.....	.....	328	337	665
" "	72...	.....	.....	.....	.....	.....	... ..	146	138	93	121	61	70	15	37	21	22	336	388	724
" "	109...	76	88	40	40	20	16	35	28	10	11	.....	.....	.....	.....	.....	.....	181	183	364
		516	457	339	300	210	239	216	225	105	132	62	70	15	37	21	22	1484	1482	2966

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE E—Continued.

SCHOOLS.	First Grade.		Second Grade.		Third Grade.		Fourth Grade.		Fifth Grade.		Sixth Grade.		Seventh Grade.		Eighth Grade.		Totals.		GRAND TOTALS.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group O—School No. 10...	57	44	38	54	86	57	39	22	24	15	.....	.....	.....	.....	.....	.....	244	192	436
" " 19...	199	191	100	77	99	79	18	24	.....	.....	.....	.....	.....	.....	.....	.....	416	371	787
" " 30...	49	46	48	48	60	85	66	104	41	51	30	55	19	20	3	29	316	438	754
" " 48...	.....	.....	.....	.....	.....	.....	38	51	77	65	52	55	31	33	33	23	231	227	458
" " 114...	156	175	86	94	42	61	25	46	9	16	1	1	.....	2	.....	.....	319	395	714
	461	456	272	273	287	282	186	247	151	147	83	111	50	55	36	52	1526	1623	3149
Group P—School No. 66 ..	.....	.....	.....	.....	.....	.....	.....	.....	31	37	19	17	6	18	2	11	58	83	141
" " 67...	40	41	44	41	21	22	34	53	.....	.....	.....	...	.....	.....	.....	...	139	156	295
" " 68...	94	41	51	42	44	34	46	36	39	31	17	18	18	8	6	8	315	218	533
" " 96...	102	84	69	40	36	57	82	104	55	55	25	21	18	16	10	6	397	383	780
" " 98...	58	44	38	39	38	35	20	17	.....	.....	.....	...	... ..	.....	.....	...	154	135	289
	294	210	202	161	139	148	182	210	125	123	61	56	42	42	18	25	1063	975	2038

Group Q—School No.	11...	249	172	184	167	129	158	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	562	497	1059
" "	63...	49	48	39	28	32	27	38	35	18	24	22	31	20	27	18	18	236	238	474
" "	65...	51	35	35	30	29	32	27	12	19	13	10	10	6	16	3	3	180	151	331
" "	78...	.....	.....	.....	.....	.....	.....	110	132	53	82	71	89	58	58	30	45	322	406	728
" "	103...	30	10	10	9	5	4	2	1	15	23	22	19	22	27	7	21	113	114	227
		379	265	268	234	195	221	177	180	105	142	125	149	106	128	58	87	1413	1406	2819
Group R—School No.	15	103	128	86	85	126	109	18	21	.....	.....	.....	.....	.....	.....	.....	.....	333	343	676
" "	31.....	72	84	38	39	43	42	46	27	15	23	.....	.....	.....	.....	.....	.....	214	215	429
" "	39.....	59	46	67	67	38	50	42	42	32	50	18	22	..	.....	.....	.....	256	277	533
" "	75.....	.....	.....	.....	.....	.....	.....	92	108	103	120	83	93	56	82	43	70	377	473	850
		234	258	191	191	207	201	198	198	150	193	101	115	56	82	43	70	1180	1308	2488
Group S—School No.	1.....	88	.....	136	.....	94	.....	82	.....	76	.....	43	.....	36	.....	27	.....	582	.....	582
" "	9.....	27	156	.....	86	.....	72	.....	77	.....	72	.....	68	.....	36	.....	27	27	594	621
" "	82.....	.....	.....	.....	.....	54	37	23	17	35	38	14	41	8	7	7	5	141	145	286
" "	95.....	102	110	81	80	19	28	56	44	26	18	25	16	20	28	16	11	345	335	680
Preparatory.....		.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	62	40	24	30	86	70	156
		217	266	217	166	167	137	161	138	137	128	82	125	126	111	74	73	1181	1144	2325
Group T—School No.	21.....	101	96	45	39	53	52	15	25	13	25	.....	.....	.....	.....	.....	.....	227	237	464
" "	46.....	.....	.....	16	19	36	44	44	35	60	56	54	49	29	48	32	39	271	290	561
" "	79.....	44	42	48	31	41	34	43	52	58	58	75	63	48	47	41	42	398	369	767
" "	91.....	91	86	34	30	16	15	21	21	14	15	6	12	5	7	9	6	196	192	388
		236	224	143	119	146	145	123	133	145	154	135	124	82	102	82	87	1092	1088	2180

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE E—Continued.

SCHOOLS.	First Grade.		Second Grade.		Third Grade.		Fourth Grade.		Fifth Grade.		Sixth Grade.		Seventh Grade.		Eighth Grade.		Totals.		GRAND TOTALS.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group U—School No. 14.....	61	62	60	44	62	30	69	85	.....	. ....	.....	.....	.....	.....	.....	.....	252	221	473
" " 60.....	86	84	86	84	73	67	60	64	41	47	40	26	20	20	12	19	418	411	829
" " 61.....	54	37	30	60	55	41	21	20	67	81	52	60	45	66	35	52	359	417	776
" " 81.....	.....	.....	.....	.....	.....	.....	92	115	65	63	45	60	44	49	23	31	269	318	587
	201	183	176	188	190	138	242	284	173	191	137	146	109	135	70	102	1298	1367	2665
Group V—School No. 59.....	3	10	11	7	8	7	8	7	6	6	5	7	3	3	.....	.....	44	47	91
" " 62.....	109	86	91	73	75	103	55	57	39	36	12	28	53	36	16	24	450	443	893
" " 64.....	9	15	11	13	9	12	9	9	11	15	6	10	5	7	6	9	66	90	156
" " 112.....	145	375	74	252	....	211	20	146	20	93	32	58	.....	.....	.....	.....	291	1135	1426
" " 118.....	171	.....	139	.. ...	142	.....	81	.....	39	.....	.....	.....	.....	.....	.....	.....	572	.....	572
	437	486	326	345	234	333	173	219	115	150	55	103	61	46	22	33	1423	1715	3138

Group W—School No. 55...	146	148	85	101	67	73	77	69	45	49	21	18	19	31	13	15	473	504	977
" " 56...	60	65	29	29	39	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	128	134	262
" " 57...	19	25	24	17	19	18	12	13	14	14	13	10	.....	.....	.....	.....	101	97	198
" " 58...	47	59	30	44	31	25	22	19	16	12	9	9	6	11	2	9	163	188	351
	272	297	168	191	156	156	111	101	75	75	43	37	25	42	15	24	865	923	1788
Colored Practice Schools:																			
School No. 107.....	101	189	61	93	65	93	38	69	18	31	27	22	.....	.....	.....	.....	310	497	807
" 110.....	169	166	119	126	49	87	14	42	13	34	12	28	4	12	1	13	381	508	889
" 116.....	166	68	76	62	52	63	31	71	25	23	.....	.....	.....	.....	.....	.....	350	287	637
	436	423	256	281	166	243	83	182	56	88	39	50	4	12	1	13	1041	1292	2333
Grand totals.....	8688	8432	6160	6097	5007	5252	4226	4659	2992	3502	2112	2375	1414	1591	877	1134	31476	33042	64518
	17120		12257		10259		8885		6494		4487		3005		2011		31476	33042	64518

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE E—Concluded.—RECAPITULATION.

	Males.	Females.	Totals.
Number in fifth year, Baltimore City College	32	2	34
" fourth year, Secondary Schools	109	212	321
" third year, " "	184	287	471
" second year, " "	294	405	699
" first year, " "	532	657	1,189
Training Dep't, Baltimore City College	8	.....	8
" White Women	.....	88	88
" Colored	12	28	40
Totals	1,171	1,679	2,850
Number in Grammar, eighth grade	877	1,134	2,011
" " seventh grade	1,414	1,591	3,005
" " sixth grade	2,112	2,375	4,487
" " fifth grade	2,992	3,502	6,494
" " fourth grade	4,226	4,659	8,885
Totals	11,621	13,261	24,882
Number in Primary, third grade	5,007	5,252	10,259
" " second grade	6,160	6,097	12,257
" " first grade	8,688	8,432	17,120
Totals	19,855	19,781	39,636
Number in Secondary Schools	1,171	1,679	2,850
" Grammar grades	11,621	13,261	24,882
" Primary grades	19,855	19,781	39,636
Totals	32,647	24,721	67,368

TABLES ACCOMPANYING THE SUPERINTENDENT'S REPORT.

TABLE F.

	First Grade.		Second Grade		Third Grade		Fourth Grade.		Fifth Grade.		Sixth Grade.		Seventh Grade.		Eighth Grade.		Totals.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group A	263	295	240	235	223	192	204	202	120	131	68	67	51	49	29	30	1198	1201	2399
" B	414	352	256	256	178	218	200	166	87	104	98	68	38	32	17	31	1288	1227	2515
" C	407	389	364	373	305	262	175	246	157	167	76	107	40	40	24	37	1548	1621	3169
" D	473	526	305	349	228	254	213	237	142	169	66	68	29	25	21	12	1477	1640	3117
" E	389	331	278	250	236	277	237	225	157	176	115	112	98	72	47	38	1557	1481	3038
" F	464	594	265	256	213	218	147	17	147	170	79	110	53	52	35	56	1393	1427	2820
" G	517	568	366	424	317	319	201	253	100	141	102	123	31	76	30	49	1663	1954	3617
" H	311	299	204	231	184	186	158	188	103	137	81	77	63	78	43	49	1147	1245	2392
" I	370	380	288	261	221	242	187	143	177	219	153	165	137	167	53	96	1586	1673	3259
" J	550	504	388	376	235	267	214	205	143	164	92	94	37	41	29	22	1688	1673	3361
" K	332	312	259	260	238	244	205	20.	160	187	127	152	71	95	60	86	1452	1537	2989
" L	113	119	90	79	78	71	48	65	27	27	16	17	16	10	.....	....	388	388	776
" M	402	438	299	298	254	259	195	240	135	187	116	129	74	62	49	40	1524	1653	3177
" N	516	457	339	300	210	239	216	225	105	132	62	70	15	37	21	22	1484	1482	2966

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE F.—Concluded.

	First Grade		Second Grade.		Third Grade.		Fourth Grade.		Fifth Grade.		Sixth Grade.		Seventh Grade.		Eighth Grade.		Totals.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group O	461	456	272	273	287	282	186	247	151	147	83	111	50	55	36	52	1526	1623	3149
" P	294	210	202	161	139	148	182	210	125	123	61	56	42	42	19	25	1063	975	2038
" Q	379	265	218	234	195	221	177	180	105	142	125	149	106	128	58	87	1413	1406	2819
" R	234	258	191	191	207	201	198	198	150	193	101	115	56	82	43	70	1180	1308	2488
" S	217	266	217	166	167	137	161	138	137	128	82	125	126	111	74	73	1181	1144	2325
" T	236	224	143	119	146	145	123	133	145	154	135	124	82	102	82	87	1092	1088	2180
" U	201	183	176	188	190	138	242	284	173	191	137	146	109	135	70	102	1298	1367	2665
" V	437	486	326	345	234	333	173	219	115	150	55	103	61	46	22	33	1423	1715	3138
" W	272	297	168	191	156	156	111	101	75	75	43	37	25	42	15	24	865	923	1788
Practice Schools	436	423	256	281	166	243	83	182	56	88	39	50	4	12	1	13	1041	1292	2333
Total	8688	8432	6160	6097	5007	5252	4226	4659	2992	3502	2112	2375	1414	1591	877	1134	31476	33042	64518
Grand total	17120		12257		10259		8885		6494		4487		3005		2011		31476	33042	64518

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

MANUAL TRAINING CENTERS.

	Location.	Instructor.	Grades.		Groups.	Number of Pupils.		
			Seventh.	Eighth.		Boys.	Girls.	Total.
Manual Training Center, No. 1	Hopkins ave., near Federal street	Luther Forsythe	224	115	J, H, I, F	339	.....	339
Manual Training Center, No. 2	S. W. Cor. of Greene and Fayette sts.	Frank Waterman	205	158	R, S, T	363	.....	363
Manual Training Center, No. 3	N. E. Cor. of Gilmor and Presstman sts.	Geo. P. McCeney	202	151	Q, T, U, V	353	.....	353
Manual Training Center, No. 4	Light and Poultney streets	Chas. Pettit	112	99	C, M, L, N	211	.....	211
Manual Training Center, No. 5	Twenty-second and Cromwell streets	Chas. Pettit	118	.....	I, K	118	.....	118
			861	523		.....	.....	1384

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

COOKING CENTERS.

	Location.	Instructor.	Grades.		Groups.	Number of Pupils.		
			Seventh.	Eighth.		Boys.	Girls.	Total.
Cooking Center, No. 1	Hopkins ave., near Federal street	Edith Brown	156		F, H, I, J		156	156
Cooking Center, No. 2	Lexington st. and Carrollton ave.	Ruth Mintzer	362		Q, R, S, T, X, O		362	362
Cooking Center, No. 3	Light and Poultney streets	Elizabeth Condit	115		C, M, L, N		115	115
Cooking Center, No. 4	Twenty-second and Cromwell streets	Elizabeth Condit	167				167	167
								800

PAPERS RELATING

—TO—

BALTIMORE CITY COLLEGE

FACULTY

FRANCIS A. SOPER, A.M., PRINCIPAL,
Higher Mathematics.

CHARLES F. RADDATZ, VICE-PRINCIPAL,
German.

POWHATAN CLARKE, M.D.,
Chemistry, Zoology and Physical Geography.

A. Z. HARTMAN, A.M.,
Latin and Greek.

JOSEPH H. ELLIOTT, SECRETARY OF FACULTY,
Commercial Subjects and Penmanship.

S. F. NORRIS,
Astronomy and Mathematics.

ALEXANDER HAMILTON,
Mathematics.

G. EMORY MORGAN, A.M.,
Latin.

PHILIP H. FRIESE,
Physics, Botany and Physical Geography.

JULIUS G. MILLER,
Mathematics.

JOHN F. ARTHUR,
English.

B. WHEELER SWEANY,
Drawing.

WILBUR F. SMITH,
English.

ARISTO M. SOHO, PH.D.,
French, Spanish and Latin.

ROBERT H. WRIGHT, B.S.,
Political Economy, History and Civics.

DAVID E. WEGLEIN, A.B.,
Pedagogy, Psychology, Latin and Physical Geography.

RICHARD C. WILLIAMS, A.B.,
Latin.

CHARLES M. SMITH,
Stenography and Typewriting.

ERNEST J. BECKER, PH.D.
German and English.

PERCY L. KAYE, PH.D.,
History.

JOHN D. RODEFFER, PH.D.,
English and History.

JOHN B. CRENSHAW, PH.D.,
French and English.

CHARLES F. E. SCHULZ,
Physical Training.

JOHN LORETT,
Athletics.

Table showing the subjects taught in the Baltimore City College; also the number of classes in each subject, and the number of students pursuing each subject.

Subjects.	First Year.		Second Year.		Third Year		Fourth Year.		Fifth Year.		Training Group.	
	Classes.	Students.	Classes.	Students.	Classes.	Students.	Classes.	Students.	Classes.	Students.	Classes.	Students.
English	8	302	5	179	3	119	2	75	1	27	.....	.....
German	.....	.....	5	156	4	135	1	46	1	17	.....	.....
French	.....	.....	2	67	2	83	2	67	1	11	.....	.....
Spanish	.....	.....	.....	.....	1	16	.....	.....	.....	.....	.....	.....
Latin	8	263	4	169	2	50	1	34	1	15	.....	.....
Greek	.....	.....	1	11	1	11	1	5	.....	3	.....	.....
Algebra	8	302	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Geometry	.....	.....	3	112	.....	.....	.....	.....	.....	.....	.....	.....
Trigonometry	.....	.....	.....	.....	2	79	.....	.....	.....	.....	.....	.....
Analytics	.....	.....	.....	.....	.....	.....	2	53	.....	.....	.....	.....
Calculus	.....	.....	.....	.....	.....	.....	.....	.....	1	19	.....	.....
Physical Geography and Botany	7	256	.....	.....	.....	.....	.....	.....	.....	4	.....	4
Zoology	.....	.....	1	35	.....	.....	.....	.....	.....	4	.....	4
Chemistry	.....	.....	.....	.....	1	38	1	39	1	14	.....	.....
Physics	.....	.....	.....	.....	2	62	.....	12	.....	5	.....	4
Astronomy	.....	.....	.....	.....	.....	.....	.....	.....	1	28	.....	.....
History	7	248	2	50	1	34	2	56	.....	.....	.....	.....
Civics	.....	.....	.....	.....	.....	.....	2	56	.....	.....	.....	.....
Political Economy	.....	.....	.....	.....	.....	.....	1	28	.....	25	.....	.....
Pedagogy	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	1	4

History of Education							1	2		5		4
Bookkeeping			2	66	1	33						
Commercial Arithmetic			2	66								
Commercial Geography			2	66								
History of Commerce					2	35						
Commercial Law							1	18				
Stenography				2	40	1	13	1	10			
Typewriting						1	13	1	10			
Psychology							1	22		14		4
Drawing	8	317	5	177	1	13	1	25		6		
Physical Culture	3	106	3	79	1	27	1	8	1	13	1	4
Music										4	1	4

Graduates, 1903.

Frederick Bachmann,
Herbert Francis Verlin Balls,
David Simon Blondheim,
Joseph Edward Cook,
Emanuel Daniel,
William Henry Bayne Elliott,
Howard Freas,
George Cornelius Fritz,
James Fullerton Gressitt,
Ormond Willson Hammond, Jr.,
Edwin James Heath,
Frederick Henry Caspar Heise,
Joseph Stewart Hill,
James Carroll Hilton,
Arthur Ellt Hungerford,
Thomas Stran Jones,
Jesse Montefiore Joseph,
John Aubel Kratz,
Frank Sidle Lynn,
Myer Mintz,
Lee Newhoff,
Edward William Ortmann,
Edward Lionel Pierpont,
Howard Spence Purnell,
Lewis Bayard Robinson, Jr.,
Maurice Roland Schmidt,
Joseph Theophilus Singewald,
Edward Hinman Sirich,
Henry William Snyder,
William Henry Thearle,
Effingham Buckley Wagner,
George Louis Wagner, Jr.,
Robert Spencer Welch,
Emanuel George Zies.

Recipients of Peabody Prizes

OF THE FIRST GRADE, $100 EACH

Edward William Ortmann, Frederick Bachmann,
Henry William Snyder.

OF THE SECOND GRADE, $50 EACH.

Maurice Roland Schmidt, George Louis Wagner, Jr.,
Joseph Theophilus Singewald, Howard Spence Purnell.

Recipient of the Frederick Raine Medal.

Edward William Ortmann.

ROLL FOR THE YEAR 1903.

Number of students on roll December 31, 1902	622
Number admitted by promotion during 1903	298
Number admitted from private schools during 1903	37
Whole number on roll during 1903	957
Number withdrawn during 1903	231
Number graduated in June, 1903	34
Number re-entered during 1903	3
Number on roll December 31, 1903	692
Average attendance during 1903	600.6
Average number on roll during 1903	642.1
Percentage of attendance for the year	93.6
Number on roll June 30, 1903	572
Number returned after summer vacation	438
Number of new students entered after September 15, 1903	294
Whole number on roll from September 15 to December 31, 1903	732
Whole number withdrawn from September 15 to December 31, 1903	40

PAPERS RELATING
— TO THE —
EASTERN HIGH SCHOOL.

FACULTY.

WILLIAM F. WARDENBURG, PRINCIPAL,
Mathematics and English.

LAURA V. DEVALIN, FIRST ASSISTANT,
English.

ELIZA E. NICOLAI,
English.

LEONORA E. CARPENTER,
History and Civics.

SUE M. LOHRFINCK,
English.

MARY C. BASIL,
Algebra.

KATHERINE M. LEWIS,
English and Geometry.

THEODOCIA B. MAHON,
Commercial Subjects and English.

MARGARET GARRETT,
Latin.

ANNA B. DIETRICHS,
German.

MARY McLEAN,
English and Latin.

REBECCA B. BROOKS,
Physical Geography and History.

IDA NEUMAN,
Botany and Zoology.

CHARLES M. SMITH,
Stenography and Typewriting.

MARTHA E. WIMER,
French.

ELIZABETH M. MAKIBBIN,
Drawing.

HELEN M. PLACE,
Music.

Table showing the subjects taught in the Eastern High School, the number of classes in each subject, and the number of pupils pursuing each subject.

	First Year.		Second Year.		Third Year.		Fourth Year.	
	Classes.	Pupils.	Classes.	Pupils.	Classes.	Pupils.	Classes.	Pupils.
Algebra	5	168					1	33
Arithmetic			1	28			1	33
Bookkeeping			1	28	1	16		
Botany	5	149			2	53		
Civics							1	38
Commercial Law							1	39
Drawing	5	168	3	94	2	47	2	34
English	5	168	3	94	3	70	2	77
French			1	20	1	36		12
Geometry			2	70	1	2		
German			3	88	2	65		40
History	5	166	1	27	2	59		38
Latin	3	100	2	43	1	22	1	27
Music	5	168	3	94	3	70	2	77
Stenography and Typewriting					1	16	1	39
Physical Culture	5	142	3	96	3	63	2	77
Physical Geography	5	158					1	38
Political Economy							1	39
Zoology			2	76			1	28

ROLL FOR THE YEAR.

Number of pupils on roll December 31, 1902	371
Number admitted by promotion during 1903	178
Number admitted from other public school systems during 1903	3
Number admitted by transfer during 1903	2
Total number in school during year 1903	554
Average enrollment	379
Average attendance (90.3 per cent)	343
Number withdrawn during 1903	82
Number transferred during 1903	1
Number graduated in 1903	61
Number on roll December 31, 1903	409

GRADUATES.

Celeste Marguerite Barker,
Elsie Bechtel,
Bertha Celina Behrens,
Harriet Blankford,
Ethel Brown,
Helen Taylor Burch,
Carrie Burgess,
Eurith Grace Burton,
Laura Belle Chapman,
Lillian Claire Clarke,
Ethel Lee Collenberg,
Katherine Viola Creamer,
Agnes Stewart Cunningham,
Clara Blaine Daneker,
Pearl Fountain,
Emma Sophia Fowler,
Frances B. Fox,
Anna Isabelle Friedel.
Clara Emma Friedel,
Anna Lee Gladfelter,
Elizabeth Ida Hackney,
Sarah Bertha Hillman,
Irene Ida Hirschman,
Katherine Hook,
Anita Jones,
Ruth Jones,
Cynthia Hazel King,
Grace Adelaide King,
Eva Adele Kirwan,
Edna Steen Lappe,
Margaret Irene Leonard,
Edna Little,
Ina May Marriott,
Agnes Irene MacWhirter,
Mary Elizabeth McCuen,
Ruby Frances Mister,
Annie Margaret Nelson.
Edna Walmsley Olwine,
Mabel Pearce,
May Elizabeth Philbin,
Maud Regester,
Johanna Wilhelmina Reiman,
Irene Reiner,
Katherine F. Reynolds,
Jennie R. Roddy,
Margaret M. Ryan,
Emma Sagle,
Mary Frances Sanders,
Annie Dena Siscovick,
Agnes Catherine Snyder,
Helen Stewart,
Edna N. Sumwalt,
Minnie Elizabeth Taylor,
Zelma Teal,
Georgie Tustin,
Augusta C. Utermohle,
Sara Inez Whittington,
Katie May Williams,
Nettie Elizabeth Wrightson,
Bessie Rose Yursik,
Mary Winifred Zirkler.

Recipients of Peabody Medals.

FIRST GRADE

Johanna Wilhelmina Reiman,
Irene Reiner,
Eurith Grace Burton,
Emma Sagle,
Katie May Williams.

SECOND GRADE.

Lillian Claire Clarke,
Clara Emma Friedel,
Cynthia Hazel King,
Mary Frances Sanders,
Nettie Elizabeth Wrightson,
Laura Belle Chapman,
Emma Sophia Fowler,
Agnes Stewart Cunningham,
Agnes Irene MacWhirter,
Edna Steen Lappe.

HONORABLE MENTION.

Anita Jones,
Agnes Catherine Snyder,
Helen Stewart,
Mabel Pearce,
Ruby Frances Mister,
Margaret M. Ryan,
Annie Dena Siscovick,
Annie Margaret Nelson,
Anna Isabelle Friedel,
Ethel Lee Collenberg.

PAPERS RELATING

— TO THE —

WESTERN HIGH SCHOOL.

FACULTY.

HENRY S. WEST, PH.D., PRINCIPAL,
English.

LOUISA C. SAUMENIG, FIRST ASSISTANT AND SECRETARY,
Mathematics.

PAMELA A. HARTMAN,
History, Grammar, Latin.

JANE S. WILLIAMS,
Commercial Studies.

HENRIETTA C. ADAMS,
History.

FRANCES RUTTER,
History.

ROBERTA DAVIS,
Drawing.

IMOGEN GEORGE,
English.

ELIZABETH HELSBY,
Drawing.

ANNIE W. NICHOLSON,
Latin.

M. THERESA DALLAM,
English.

ANNE E. WELTY,
Mathematics.

AUGUSTA F. DITTY,
English.

LOUISA E. THALWITZER,
German.

LIDA S. ECKEL,
Botany, Zoology.

MARY E. HUDGINS,
Latin.

LIZETTE W. REESE,
English.

EMILIE S. REINHARD, A.B.,
German.

NELLIE M. O'CONNOR,
Algebra, Geometry.

EMMA C. BASS, A.B.,
Physics, Astronomy, Physical Geography.

MARY B. ROCKWOOD, A.M.,
Latin.

LUCY E. MURRAY, A.B.,
Latin, English.

ALICE I. EMMONS, A.B.,
German, History.

V. GERTRUDE HAST, A.B.,
Algebra.

HENRIETTA A. CUENDET,
French.

MARY E. G. LENTZ, A.B.,
Botany, Physical Geography.

HENRIETTA G. BAKER,
Music.

FLORA M. PFOUTZ,
Stenography, Typewriting.

GERTRUDE V. KAHN, SPECIAL ASSISTANT,
English.

COURSES OF STUDY.

First Year.

Class A.—12 sections; 425 pupils. Required: English and Algebra.

Elective: Latin, 9 sections (315 pupils); Ancient History, 6 sections (226 pupils); Botany and Physical Geography, 7 sections (259 pupils); class from Preparatory School, elective: German (18 pupils), or French (7 pupils).

Second Year.

Class B.—8 sections; 248 pupils. Required: English and Plane Geometry or Commercial Studies. Plane Geometry, 7 sections (212 pupils); Commercial Studies (Bookkeeping and Commercial Arithmetic), 1 section (36 pupils).

Elective: Latin, 6 sections (165 pupils); German, 6 sections (185 pupils); French, 2 sections (37 pupils)—number considerably augmented at recitation by *third* year pupils just beginning French; Mediæval History, 1 section (33 pupils); Zoology, 1 section (29 pupils).

Third Year.

Class C.—7 sections; 183 pupils. Required: English.

Elective: Latin, 2 sections (54 pupils); German, 4 sections (145 pupils); French, 2 sections (87 pupils); English History, 3 sections (100 pupils); Physics, 2 sections (60 pupils); Physical Geography and Botany, 1 section (33 pupils); Solid Geometry and Trigonometry, 1 section (21 pupils); Commercial Studies (Bookkeeping, Stenography and Typewriting), 1 section (30 pupils).

Fourth Year.

Class D.—4 sections; 106 pupils. Required: In Teachers' Preparatory Section (39 pupils), English, including Grammar, Mathematics, United States History and Civics, Science, Drawing, Music, Physical Culture.

Elective: English, 3 sections (92 pupils); Latin, 1 section, (23 pupils); German, 2 sections (60 pupils); French, 1 section (48 pupils); United States History and Civics, 3 sections (100 pupils); Astronomy, 1 section (32 pupils); Stenography and Typewriting, 1 section (15 pupils).

In addition to the foregoing *primary* studies, nearly all pupils in each year take Drawing and Music.

N. B.—All figures in the above report are of December 31, 1903, and the items under elective studies do not include certain girls in each year working on *special* schedules, different from the schedule of any section. Of course the subjects under "Required" do not include all the work that is obligatory; the full requirements for diploma may be found in the "Rules of the Program of Studies."

ENROLLMENT IN 1903.

On roll January 1		807
Admitted by promotion from Grammar Schools on February 1		45
Admitted by promotion from Grammar Schools in September		400
Admitted during year from schools other than Baltimore Grammar Schools		68
Whole number in attendance during the year		1,320
Withdrawn between January 1 and June 30	101	
Graduated in June	92	
Failed to return in September	106	
Withdrawn between September 30 and December 31	57	
		356
Number on roll December 31		964
Highest enrollment of the year, September 30		1,010

Numerical changes during the year in the several classes:

	1st Year.	2d Year.	3d Year.	4th Year.	Post Graduate.	Total.
On roll January 1	363	230	116	98	0	807
On roll December 31	425	248	183	106	2	964
Increase	62	18	67	8	2	157

. . . Graduates, 1903. . . .

Edith Pearl Arnold
Helen Keyser Bachrach
Elizabeth Raymond Ballard
Clara Aileen Barclay
Edna Bartlett
Irma Doris Binswanger
Ethel Florine Black
Mabel Loretto Blessing
Nancy Nelson Borrows
Virginia Allen Boteler
Katherine Loretto Byrne
Anna Virginia Carey
Martha Boughton Carter
Bertie Waters Cox
Edith Lee Dorsey
Lillian Clarette Downey
Helen Murtaugh Duke
May Emily Leslie Duke
Claudia Pauline Engel
Ella Lenora Faupel
Lois Clara Fisher
Elizabeth Regina Freburger
Pearl Kennedy Garrettson
Achsah Elizabeth Gibson
Regina Gichner
Ethel Lura Gosnell
Katharine Garland Grasty
Evelyn Clair Hamilton
Madeline Harris
Ethel Adelaide Heironimus
Elizabeth V. Henderson
Winnifred Heubeck
Maud Hissey
Mary Ada Hungerford
Rachel Geiger Irwin
Helen Hunt Jerome
Florence Wells Jones
Dorothy Kalbhenn
Amelia Dorothea Kemp
Henrietta Thomas Lawton
Margret Eulalia Livingston
Annie Lee Manning
Frances Elisabeth Marine
Regina Coblens Merfeld
Lilian DeMilliour Middleton
Cora Miller
Carolyn Augusta Mitchell
Mary Hester Mullikin
Edna Charles Myers
Emma Myrtle Nelson
Tulita M. Nicklas
Daisy Sayers Nolen
Meta Elizabeth Oehm
Helen Leonard Owens
Rhona W. Packett
J. Amanda Pulley
Fannie Elizabeth Pyle
Fannie Edna Pyles
Margaret Wilson Rand
Louise Merryman Requardt
Josephine Maida Revell
Anna Mary Ridout
Ethel Kemp Robertson
Mary Viola Robinson
Mary Edna Roe
Irma Rohlfing
Robina M. Rolph
Meta Rothholz
Laura Belle Ryon
Bertha Saylor
Mattie Grace Schaut
Carrie Byrd Schenkel
Emma Dufer Schumacher
Eda Annette Schwarz
Mary A. Seeds
Mabel Ray Sharretts
Etta Silverman
Loretta May Springer
Ida G. Stall
Mary Neale Stewart
Annie Fauntleroy Taliaferro
Grace Virginia Thomas
Blanche Stewart Van Daniker
Naomi Scattergood Walker
Emma A. Walter
Vera Warfield
Lena Rachel Waters
Nellie Wilder
Helen Pettit Winkelman
Alice Marion Young
Caroline Louise Ziegler
Emma Lange Zinkand (92)

Recipients of Peabody Medals.

FIRST GRADE

1 Irma Rohlfing
2 Loretta May Springer
3 Meta Rothholz
4 Mary Hester Mullikin
5 Mary Viola Robinson

SECOND GRADE

1 Helen Keyser Bachrach
2 Elizabeth V. Henderson
3 Nellie Wilder
4 Blanche Stewart Van Daniker
5 Helen Murtaugh Duke
6 Caroline Louise Ziegler
7 May Emily Leslie Duke
8 Edna Annette Schwarz
5 Dorothy Kalbhenn
10 Helen Leonard Owens

Scholarship in Woman's College of Baltimore.

Meta Rothholz

PAPERS RELATING

— TO THE —

BALTIMORE POLYTECHNIC INSTITUTE.

FACULTY.

WILLIAM R. KING, U. S. N., PRINCIPAL,
and
Head of Department of Engineering.

RICHARD H. UHRBROCK, PH.B., VICE-PRINCIPAL,
and
Head of Department of Mathematics.

WILLIAM H. HALL,
Head of Department of Science.

SAMUEL M. NORTH,
Head of Department of English, including History and Language.

STAFF.

JOHN WARD WILLSON, M.D.,
German, English Composition and Science.

SAMUEL D. PLATT,
Mechanical Drawing and Descriptive Geometry.

OLIVER BACHRACH,
Mathematics.

JOHN H. BRAMBLE,
Mathematics.

JOHN EDWARD BROADBELT, PH.G.,
Secretary and Science.

JOHN MONTGOMERY GAMBRILL,
History, Civics and Literature.

IRVING L. TWILLEY,
English.

GEORGE P. VON EIFF,
Science.

WILLIAM L. DEBAUFRE,
Engineering, Mathematics and Practice.

MECHANICAL DEPARTMENT.

WILLIAM G. RICHARDSON,
Machine Work and Engineering Materials.

THOMAS G. FORD,
Pattern-Making, Wood-Turning, and Mechanical Drawing.

WILLIAM A. JONES,
Forge and Sheet Metal Work.

GEORGE M. GAITHER,
Carpentry and Wood-Carving.

WARREN S. SEIPP,
Drawing, Sheet Metal, and Carpentry.

ROLL.

Number of pupils on roll December 31, 1902		258
Number of new pupils admitted during 1902		14
Number admitted by promotion during 1902		197
Number of pupils admitted by transfer during year 1902		4
Total number of pupils in school during year 1902		473
Number of third year graduates entered in fourth year	14	
Number of pupils who left and re-entered during year 1902	6	
		20
Number of pupils withdrawn during year 1902	89	
Number of pupils transferred to B. C. C. during year 1902	1	
Number of pupils graduated: Senior class, 28; post-graduate, 12	40	
		130
Number of pupils on roll December 31, 1902		363
Average number of pupils on roll during year 1902		306.1
Average attendance of pupils during year 1902 (93.9%)		287.5

Postgraduates, 1903.

FOUR YEAR COURSE.

John B. Cautley,
Robert Dall,
Arthur C. Davis,
William L. DeBaufre,
John K. Flickenschildt,
Walter M. Gieske,
Donald S. Hays,
John S. Hess,
I. Seeley Jones,
Leroy M. Langrall,
H. Quimby Layman,
Charles A. Pettit.

Graduates, 1903.

THREE YEAR COURSE.

Elmer Armiger,
Paul Backhaus,
Oscar F. Benjamin,
Owen C. Blades,
Harry N. Brannan,
Frank B. Burton,
William N. Crisp,
John W. Dorsey,
Christopher J. Frank,
Milton H. Gross,
Edward Hering,
Charles E. Herth,
James B. Jones,
Milton Kraemer,
Herman Lucke, Jr.,
Edmund C. Lynch,
Arthur B. Marston,
Harry M. Mason, Jr.,
Sidney Newhoff,
Manley P. Northam,
Harold M. Parsons,
Ernest M. Poole,
J. McDonnell Reid,
Martin J. Reynolds,
August H. Schaaf,
Howard I. Schulz,
George F. W. Sims,
Wilmer T. Stone.

Table showing the number of students pursuing the different subjects of the four-year course of the Baltimore Polytechnic Institute and the time devoted to each subject.

Subjects.	First Year.			Second Year.			Third Year.			Fourth Year.		
	Number of Students.	Number of Sections.	Periods Per Week.	Number of Students.	Number of Sections.	Periods Per Week.	Number of Students.	Number of Sections.	Periods Per Week.	Number of Students.	Number of Sections.	Periods Per Week.
Steam Engineering							47	2	4	13	1	3
Mechanics										13	1	3
Mechanical Drawing	210	5	4	92	3	5	47	2	4	13	1	4
Practice	210	5	6	92	3	6	47	2	6	13	1	4
Algebra	210	5	4	92	3	2						
Geometry	210	5	3	92	3	2						
Trigonometry				92	3	2	47	2	3			
Analytic Geometry							47	2	4			
Calculus										13	1	5
Physical Geography	210	5	2									
General Physics	210	5	2									
Heat				92	3	2						
Electricity				92	3	2	47	2	3	13	1	4
Chemistry							47	2	2	13	1	4
Composition and Rhetoric	210	5	2	92	3	2						
Literature	210	5	2	92	3	2	47	2	2			
History	210	5	3									
German				92	3	3	47	2	2			
Civics				92	3	2						
French										13	1	3
Preparation Periods	210	5	2									

PAPERS RELATING

—TO THE —

COLORED HIGH AND TRAINING SCHOOL.

FACULTY.

High School Department.

JAMES N. H. WARING, A.M., M.D, PRINCIPAL.
JOSEPH H. LOCKERMAN, VICE-PRINCIPAL.

MATHEMATICS,

Joseph H. Lockerman,
Fannie L. Barbour.

ENGLISH,

Cora B. Jackson, A.B.,
Lucy M. Davis, A.B.,
Corona L. Mason.

HISTORY,

Margaret B. Gregory.

LANGUAGES, ECONOMICS,

Mason A. Hawkins, A.B.

PHYSICS AND CHEMISTRY,

Dwight O. W. Holmes, A.B.

BIOLOGY AND GEOGRAPHY,

Thomas W. Turner, A.B.

FREEHAND DRAWING,

Daniel A. Brooks.

Boys' Manual Training Department.

MECHANICAL DRAWING,
Ralph V. Cook, M.E.

IRON AND MACHINE WORK,
Walter K. Jones.

WOODWORK AND ELECTRICITY,
Levi V. Moore.

Girls' Manual Training Department.

DRESSMAKING, MILLINERY, RAFFIA WORK,
Laura E. Miller,
Beulah S. Wilder.

DOMESTIC SCIENCE,
Helen H. Wingate.

Normal Department.

ASSISTANTS,
Lucinda Cook,
Anna O'H. Williamson.

Table showing number of pupils in each year of the Academic and Manual Training Course and the number of periods per week devoted to each subject.

	First Year.				Second Year.				Third Year.				Fourth Year.			
	Academic Course.		Manual Training Course.		Academic Course.		Manual Training Course.		Academic Course.		Manual Training Course.		Academic Course.		Manual Training Course.	
	No. Pupils.	Periods Per Week.	No. Pupils.	Periods Per Week.	No. Pupils.	Periods Per Week.	No. Pupils.	Periods Per Week.	No. Pupils.	Periods Per Week.	No. Pupils.	Periods Per Week.	No. Pupils.	Periods Per Week.	No. Pupils.	Periods Per Week.
Algebra	30	4	73	4	20	3	71	3	26	2	27	2	22	3	18	3
Arithmetic	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	22	*3	18	*3
Biology	.....	.....	.....	.....	.....	.....	.....	.....	26	3	27	3	22	4	18	4
Chemistry	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	22	4	18	4
Composition	30	3	73	3	20	3	71	3	26	2	27	2	22	2	18	4
Domestic Art	15	3	50	3	12	3	52	3	15	3	19	3	11	4	18	4
Domestic Science	15	3	50	3	.....	.....	64	3	.....	.....	38	3	.....	.....	32	3
Free Hand Drawing	30	2	73	2	20	2	71	2	26	2	27	2	22	2	18	2
Mechanical Drawing	.....	.....	73	2	.....	.....	71	2	.....	.....	.....	.....	.....	.....	.....	.....
Economics	.....	.....	.....	.....	.....	.....	.....	.....	26	2	27	2	.....	.....	.....	.....
English Grammar	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	22	*3	18	*3
Electricity	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11	3	.....	.....
Geography	30	3	73	3	.....	.....	.....	.....	.....	.....	.....	.....	22	*2	18	*3
Geometry	30	3	73	3	20	4	71	4	26	2	27	2	22	2	18	2
German	.....	.....	.....	.....	20	4	25	4	26	4	.....	.....	.....	.....	.....	.....
History	30	3	73	3	20	2	71	3	26	3	27	3	22	3	18	3
Ironwork	15	3	24	6	.....	.....	20	3	.....	.....	8	3	.....	3	.....	.....
Latin	30	5	.....	....	20	5	.....	.....	26	4	.....	.....	22	4	.....	.....
Literature	30	3	73	3	20	3	71	3	26	3	27	3	22	3	18	3
Music	30	1	73	1	20	1	71	1	26	1	27	1	22	1	18	1
Physics	30	2	30	2	20	2	71	2	26	3	27	4	.....	.....	.....	.....
Spelling	30	1	73	1	20	1	71	1	.....	.....	.....	.....	.....	.....	.....	.....
Woodwork	15	3	24	6	8	3	20	3	11	3	8	3	11	3	.....	.....

* For one quarter.

Graduating Class of 1903.

Gertrude Jane Armstrong,
Mildred May Bell,
Lillian Eliza Bishop,
Mary Elizabeth Butler,
Alice Ann Chambers,
Antoinette Amelia Clark,
Ella Sophia Cooper,
Rowena Curtis,
Georgia Minetta Elizb'th Dobson,
Mary Elizabeth Hall,
Bertha Estelle Hazelton,
Thekla Henson,
Minnie Theresa Beulah Jackson,
Mary Frances Jasper,
Bertha Belle Ellen Jenifer,
Ella Kennard,
Mabel Isidora Marlowe,
Viola Beatrice Tilghman,
Lucille Simms Wilson,
Martha Ellen Mindella Wilson.

James Edward Bantum,
William Henry Beckett,
Frank Edward Burgess,
Walter Henry Butler,
Charles Wilbert Harris,
Prentiss Roland Johnson,
Chester Maynard Lottier,
Warner William Neal,
Ozias Norris,
Robert Augustus Proctor,
William Henry Proctor,
Charles William Short,
Thomas Jerry Smith,
Charles Benjamin Spriggs,
John Franklin Thomas,
George Sumner White.

Alumni Prizes.

First Prize—Minnie T. B. Jackson.
Second Prize—Warner W. Neal.
Third Prize—Prentiss Roland Johnson.

HIGH SCHOOL DEPARTMENT.

TABLE SHOWING ENROLLMENT FOR THE YEAR.

Number of pupils on roll January 1, 1903		262
Number of new pupils admitted to school during the year		19
Number of pupils admitted to school by promotion during the year		93
Total number of pupils in school during the year		374
Number of pupils who left and re-entered the school during the year		16
Number of pupils withdrawn during the year	65	
Number of pupils promoted to Training School during the year	22	
		87
Number of pupils graduated June 19, 1903		36
Number of pupils in school December 31, 1903		287
Number of pupils in Academic Course		98
Number of pupils in Manual Training Course		187
Number of pupils in Special Manual Training Course		2
Average attendance of pupils during the year		259
Average enrollment of pupils during the year		267
Percentage of attendance of pupils during the year		97

NORMAL DEPARTMENT.

ENROLLMENT FOR THE YEAR.

Number of pupils on roll January 1, 1903	24
Number of pupils admitted during the year	24
Number of pupils withdrawn during the year	0
Number of pupils elected to substitute list during the year	8
Number of pupils in school December 31, 1903	40
Average attendance of pupils during the year	28
Average enrollment of pupils during the year	29
Percentage of attendance of pupils during the year	97

PAPERS RELATING

—TO—

TEACHERS' TRAINING SCHOOL.

FACULTY.

SARAH C. BROOKS, PRINCIPAL.
Psychology and School Management.

ELIZABETH J. FLEMING,
Method of the Recitation.
Special Method in Arithmetic, Literature and History.

PERSIS K. MILLER,
General Method.
Special Method in Nature Study and Geography.

ELIZABETH LOWRY NUNN.
Special Method in Reading, Physical Culture and Industrial Work.

With the assistance of—
OLIVIA F. KEACH, Supervisor of Drawing.
HELEN M. PLACE, Supervisor of Music.

COURSE OF STUDY.

First Term—
- Psychology.
- Three Great Educational Movements.
- Special Method in Literature and History, Nature Study and Geography, Arithmetic, Reading, Physical Culture and Industrial Work.
- Music and Drawing.

Second Term—
- Psychology and School Management.
- Method of the Recitation.
- General Method.
- Special Method in Literature and History, Arithmetic, Nature Study and Geography, Reading and Language, Physical Culture and Industrial Work.
- Music and Drawing.

PRACTICE WORK.

Each student is given from eight to ten weeks' practice under the direction of a practice teacher.

TIME DEVOTED TO THE SEVERAL SUBJECTS:

Literature and History, 4 periods per week.
Arithmetic, 5 periods per week during the first term; 2 periods during the second.
Geography and Nature Study, 5 periods per week.
Reading, 3 periods per week.
Language, 2 periods per week during second term; accompanies all other studies.
Educational movements, 5 periods per week during the first term.
General Method, 3 periods per week during second term.
Method of the Recitation, 3 periods per week during second term.
Psychology, 5 periods per week during first term; 2 periods per week during second term.
School Management, Primary Methods, 3 periods per week during second term.
Physical Culture, 2 periods per week.
Industrial Work, 2 periods per week.
Music, 2 periods per week.
Drawing, 2 periods per week.

REPORT

—OF THE—

SUPERVISOR OF SCHOOL BUILDINGS

—TO THE—

BOARD OF SCHOOL COMMISSIONERS,

DECEMBER 31, 1903.

BALTIMORE, January 1, 1904.

To the Board of School Commissioners:

I have the honor to submit the following report for the year ending December 31, 1903:

New Buildings.—The following new buildings were completed by the Building Department during the summer and were occupied about the beginning of the fall term:

School No. 62,	Walbrook avenue and Smallwood street	23 class-rooms
" 74,	Cromwell and Twenty-second streets	23 "
" 83,	Lakewood avenue and Orleans street	21 "
" 84,	Johnson and Heath streets	21 "

Also the following additions:

School No. 55,	Hampden	12 class-rooms
" 54,	Huntingdon avenue	8 "
" 115,	Merryman's lane	2 "

The new building to be known as School No. 114, corner Mount and Saratoga streets, is nearing completion and should be ready for occupancy about March 1st.

The Schools Nos. 62, 74, 83, 84 are large brick buildings, three stories in height above a good basement; well planned

following more or less closely the arrangement of class-rooms, corridors and stairways as was provided in School No. 47. The stairways are well placed at the ends of the corridors; it would have been better had they been made fireproof, and in some instances the treads should have been wider and the risers not quite so high. The class-rooms are generally of the standard size, 26 feet by 32 feet, with good lighting, convenient cloakrooms, teachers' rooms, office, etc. The heating is by steam boilers, the requirement being 70 degrees in zero weather; and the ventilation is that known as the plenum system, the warmed air being forced into the class-rooms by means of fans or blowers at the rate of 30 cubic feet of air per minute for each pupil, and thence out of class-rooms through the vent flues. Latrines are provided in the basement, and drinking water and lavatories placed at convenient points. The architectural appearance of No. 62 and No. 74 is much better than is seen in No. 83 and No. 84.

Nos. 54 and 55 additions are two-story buildings, of brick, plain in appearance, but substantial, roomy, and well lighted. No. 55 is heated and ventilated by the same methods as those employed in No. 62, etc., but No. 54 is heated by two large portable furnaces, with no special provision for ventilation.

No 115 is a two-story frame addition, more or less temporary in character. It will be heated by stoves.

In the basement of School No. 74 rooms have been fitted up and furnished for Manual Training and Cooking School classes. Nos. 83 and 114 will be fitted up in like manner, and No. 62 will have the Cooking School only.

The entire grounds of School No. 74 should be paved with asphalt blocks. The play-grounds are limited and every available square foot should be made serviceable. If the children must play upon unpaved grounds, wet, and at times muddy, it will be next to impossible to keep the buildings clean. The building stands diagonally on the lot on the corner

Twenty-second and Cromwell streets, facing southeast; this position affords a splendid opportunity for terracing and landscape effect. Another advantage derived from the position of this building is the admission of sunshine into every room. Nothing adds more to the cheerfulness of a class-room than the presence of sunlight. More grading and paving should be done in the yards of all the new buildings.

PHOTOGRAPHS.

Photographs of the four new buildings, Nos. 62, 74, 83, 84, and plans of same are submitted with this report; also a photograph of No. 114, which is as yet unfinished.

PUPILS' DESKS.

The pupils' desks purchased for these new buildings are as described in the list below. The number placed in each class-room of standard size is fifty, which gives an average of sixteen square feet of floor space for each person, and very nearly 200 cubic feet. Nearly one-third of these new desks are of an adjustable pattern, both desk and chair being adjustable. In a number of the rooms the central block of desks or interior rows have been arranged with the fixed or non-adjustable desks, and the two outside rows with adjustable desks.

The desks purchased are as follows:

January 14.

From A. Flanagan Co., Chicago:

729 Primary, Superior, of cherry, at $2.85.
729 Intermediate, Superior, of cherry, at $2.95.
337 Grammar, Superior, of cherry, at $3.
190 Rear seats, Superior, of cherry, at $2.60.

From Wm. J. C. Dulany Co.:

351 "Ideal" primary desks and chairs, adjustable, cherry, at $3.90.
351 "Ideal" intermediate desks and chairs, adjustable, cherry, at $4.
202 "Ideal" grammar desks and chairs, adjustable, cherry, at $4.10.

July 1.

From A. Flanagan Co.:

661 Superior, primary, maple, with cherry finish, at $2.45.
400 Superior, intermediate, maple, with cherry finish, at $2.50.
150 Superior, grammar, maple, with cherry finish, at $2.55.
176 Superior, rear seats, maple, with cherry finish, at 2 30.

From Meyer & Thalheimer:

200 "Trenton," adjustable, intermediate, cherry, at $3.35.
30 "Trenton," adjustable, rear seats, cherry, at $2.85.

From Wm. J C. Dulany Co.:

400 "Ideal" grammar desks and chairs, adjustable, cherry, at $3.90.
200 "Ideal" intermediate desks and chairs, adjustable, cherry, at $3.80.

From The Cushing Co.:

400 "Fidelity" desks and chairs, grammar, adjustable, cherry, at $4.05.
200 "Fidelity" desks and chairs, intermediate, adjustable, cherry, at $3.95.
200 "Friction Side" desks and chairs, intermediate, adjustable, cherry, at $3.50.
290 "Friction Side" desks and chairs, primary, adjustable, cherry, at $3.40.
150 "New Oxford" desks, grammar, maple, with cherry finish, at $2.80.
400 "New Oxford" desks, intermediate, maple, with cherry finish, at $2.70.
662 "New Oxford" desks, primary, maple, with cherry finish, at $2.60.
176 "New Oxford" rear seats, maple, with cherry finish, at $2.50.

SLATE BLACKBOARDS.

January 14.

From The Cushing Co.:

3,983 square feet at 19 cents.

July 1.

From The Cushing Co.:

18,000 square feet at 17⅜ cents.

Several hundred of old double Soper desks have been made over into single desks at moderate cost. These desks are in most respects as satisfactory as any of the modern patterns. They are strong, durable, of good appearance; their only

defect is that the seat is attached to the desk—it should be a chair, entirely separate from the desk.

School No. 10.—No progress has been made toward a new building further than the tearing down of the old one. The lot remains fenced in as was reported a year ago.

Rented Buildings.—The following rented buildings have been vacated since the occupancy of the new school houses:

No. 36, 2223 East Baltimore street.
No. 55 Branch, Third and Carroll avenues, Woodberry.
No. 62, Corner North avenue and Payson street.
No. 62 Branch, Walbrook avenue, near Payson street.
No. 80 Branch, Harford avenue and Federal street.
No. 97 Branch, 1741 East Baltimore street.

The two small dwellings, 124–126 North High street, having been purchased for the use of School No. 43, are no longer rented buildings.

CONDITION OF SCHOOL BUILDINGS.

The very liberal appropriations made in 1902 and 1903 have enabled the departments to place these buildings generally in good condition as to repairs. Some have had partitions altered, as at Nos. 25 and 33, and otherwise improved. No amount of money, however, that might be spent on some of the "delinquents" would materially improve them. On the score of the health of the community it would be better to supplant them with modern structures as rapidly as possible.

The condition of Nos. 58 and 1 should be improved at once. Both have unsanitary surroundings that are unsightly, discreditable, abominable and dangerous.

The alterations made during vacation by the Inspector of Buildings to stairways, etc., of School No. 13 are most decidedly creditable, and will contribute in a marked degree to the convenience and comfort of the children.

Table A will show the amounts expended for new school buildings and for additions and repairs to old buildings during the eight years from 1895 to 1902, inclusive, and the appropriations for same purposes in 1903.

TABLE A.

REPAIRS AND IMPROVEMENTS.

	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.	1903.
By Inspector of Bldgs.	$21,148 30	$18,999 93	$27,585 24	$44,999 50	$47,000 00	$77,691 98	$96,078 67	$113,260 63	$169,080 00
By School Board	17,685 13	19,126 20	21,033 14	60,356 84	30,210 47				
Total	$38,833 43	$38,126 13	$48,618 38	$105,356 34	$77,210 47				
New Buildings	245,626 60	144,546 72	146,704 52	112,287 29	87,427 42	4,729 43		32,313 29	170,691 31
New Bld'gs and Lots								132,097 88	52,000 00
Aggregate	$284,459 03	$182,672 85	$195,322 90	$217,643 63	$164,637 89	$82,421 41	$96,078 67	$277,671 80	$391,771 31

HEATING APPARATUS.

Stoves in Schools Nos. 20, 77, 70, 45, 44, 73, 26 and 15 have been removed and hot-air furnaces installed. It might be well to do this in a few more of the large schools, but it does not seem advisable to incur the expense of alteration and the increased cost of operating furnaces in the small, nor in the old "defective" buildings.

In some of the schools the old Barstow brick-set furnaces still remain. They should all be removed at the earliest practicable moment and more modern apparatus installed in their place. To maintain them longer in these schools is to risk the comfort and health of the occupants.

BASEMENT FLOORS.

All basement floors should be paved with brick or cement. In a number of the schools this has not been done, and, the dirt floors becoming very dry, they furnish the upper stories of the buildings with a larger quota of dust than is conducive to comfort or tidy appearance. This paving is very essential in the heating chambers.

CLEANING THE CLASSROOMS.

The best method of cleaning classroom floors is as yet an unsolved problem. Whether the floors shall have a coating of "floor-oil" applied three or four times a year, whether they shall be swept with the "dustless brush," whether the floors should be sprinkled with wet sawdust or water before sweeping, or whether swept with a dry broom, must be determined by local experience. Any practice that will keep the dust from the air of class-rooms is to be commended, provided its disadvantages are not serious.

SCHOOL BUILDINGS.

In a previous report a classification was made of the public school buildings of this city, they being grouped as follows.

Class No. 1, "Modern," School No. 47 being the best specimen of this class.

Class No. 2, "Good," School No. 34 as the type of this class.
Class No. 3, "Fair," School No. 33 is a fair type of this class.
Class No. 4, "Defective," School No. 1 as the type.
Class No. 5, "Very defective," School No. 21 as the type.
Class No. 6, "Delinquent," School No. 111 as the type.

For purposes of comparison, and to illustrate the general character of the school buildings, the plans of these six schools are presented with this report, and, in some cases, photographs of the buildings. (See Note, p. 118.)

The requirements of a modern school building are, in the main, as stated below:

a. *A properly arranged plan.* Only the most careful study, based upon the needs of the school, guided by intelligent comprehension and large experience, will be found qualified to produce a satisfactory and creditable result.

b. *Class-rooms of standard size.* Each pupil should have not less than fifteen square feet of floor space, and the rooms should be 25 or 26 feet wide by 30 to 32 feet long.

c. *Ample lighting.* Window or glass area for class-rooms should be one-sixth the floor area, never less.

d. *Fire-proof stairways.* These should be convenient of access, and have broad tread and easy rise.

e. *Thorough hygienic conditions* as to the building and its site.

f. *Heating* by approved methods, providing in each class-room not less than 30 cubic feet of air per minute for each pupil. The air should be properly warmed, not overheated, and should always contain a normal amount of moisture. Automatic or easy means of temperature regulation should be provided.

g. *Ventilation* of class-rooms, cloak-rooms, toilets, etc., should be constant, thorough, efficient; in class-rooms the vent registers should be distributed so as to avoid unpleasant drafts at the floor.

h. *Ample toilet* accommodation for teachers and pupils, in accord with approved sanitary requirements.

i. *An office* for the Principal; teachers' room, library, room for book storage, etc.

j. *Drinking fountains* on each floor.

k. *Janitors' closets*, sinks, means of heating water, ample fuel storage, etc.

l. *Large play grounds.*

m. *An assembly hall* should be provided whenever practicable.

n. *Good architectural design*, thorough and safe construction, honest building materials. Ornamentation is not essential—far from it. Simplicity of design is more appropriate. Beauty should depend upon symmetrical lines and the harmonious proportion of parts. School No. 61 is a fine example of good school-house architecture.

o. *A sufficient appropriation* to enable architect and builder to supply, by judicious planning and careful construction, the school-house that will satisfy the needs of the community.

Tested by these requirements, a critical examination of the plans of the six typical school-houses will bring early conviction that some of them, at least, do not measure up to a fair standard of excellence.

(The secondary or high schools are not considered in this examination.)

The plan of *School No. 47* is nearly ideal in all the essentials of good arrangement. The entrances are three—one in front centre and one on each end, all opening on a public street. The stairways are well located, are fireproof, of easy ascent; class-rooms large and well lighted, heated and ventilated. The playgrounds are large, the architectural design good and the construction creditable. A lack of coal storage room is possibly the only feature that deserves adverse criticism. There is no assembly hall here other than that afforded by two class-rooms that may be made one by means of large folding doors. This building more nearly furnishes all the essentials of a perfect school-house than any other in this city and might well be adopted as a model for future buildings.

School No. 34, the type of the "Good" class, is well planned, having entrances at opposite ends of a central longitudinal corridor, well-lighted class-rooms, proper stairways, cloak-rooms, etc., and fine yards. The class-rooms are somewhat smaller than in School No. 47. The architectural design is very pleasing. The heating is by hot-air furnaces and the ventilation by what is understood as the gravity system. This method of heating and ventilating cannot supply the amount of fresh air to class-rooms, as prescribed in paragraph f, and

consequently No. 34 is lacking in one essential of a thoroughly equipped building. In other respects, however, No. 34 is a very satisfactory school-house.

School No. 33 is a type of the class designated as "Fair."

The arrangement of the rooms and corridors is not good, too much space being wasted in the halls; class-rooms below the standard size; lighting of class-rooms insufficient and in halls very poor; stairways too steep and not fireproof; hygienic condition of basement poor, cellar being damp; heating by hot-air furnaces; ventilation by what is termed the "Smead" System, which is totally inadequate and may be, at certain times, worse than useless; the toilet accommodations are the Smead dry closets, and should be removed as soon as the requisite funds are available; the playgrounds are contracted; the architectural design very poor and the location a noisy one.

The most serious defects in this building are possible of correction or removal, and it could be made a fairly creditable school-house by the expenditure of a few thousand dollars.

School No. 1 as a type of the "Defective" class.

This building was erected in 1880. At that time it was considered important, in planning or arranging the class-rooms, to provide a large room for the principal, which should be so placed that all the other class-rooms (of each floor) should be grouped around it, so that from his desk the principal could command a view of the entire floor; the partitions between the class-rooms being of window sash, he could readily see from end to end of the building. Another reason for these glazed partitions was the desire to use the entire floor as an assembly hall. Most of the schools erected about that date were of this type. The disadvantages of the plan are readily apparent—every pupil entering (or nearly so, in this instance) must pass through the principal's room, much to the annoyance of his special class; the noise of one

class easily disturbing its neighbors, as the glass partitions are far from being sound-proof; and the difficulty of quickly dismissing the pupils. The lighting of class-rooms is good, the stairways are well placed and are wide and of easy ascent; the heating by old brick-set hot air furnaces, and the ventilation by means of large brick stacks which are heated by the smoke-pipes from the furnaces. This method was deemed adequate at the time the building was designed, but experience has demonstrated its unfitness, and no heating engineer to-day would consider it as other than crude and inefficient.

The toilet accommodation here is entirely inadequate, consisting of a brick privy in the yard having hardly one-fourth the requisite number of seats, and a few feet of flushing urinal. The chronic condition of this privy offers to every boy that enters a temptation to violate the rules of decency and the orders of his teacher.

Teachers' rooms and cloak-rooms are too few and too small. The cellar floor is unpaved, and the dust from the dry dirt floor finds easy access to class-rooms.

The yard or playground is small, averaging 20 feet by 100 feet, an average of 3 square feet to each pupil should they all take recess at the same time.

The architectural design is by no means a pleasing one.

School No. 21, of the "Very Defective" class.

The original plan of this building was very similar to that of School No. 1, having a large central room on each floor for the principal, and with glass partitions between rooms. Some changes in partitions have modified without improving the arrangement. The defects of this arrangement are more glaring than in No. 1, and they cause more annoyance. There is but one stairway in the building and one fire-escape outside, two small rooms for teachers; no cloak-rooms. The stoves were removed during the past summer and furnaces installed. Ventilation must be had by means of the windows. Cellar is unpaved. The yards are of fair size, and the new

toilets in yards have displaced the old privies. All toilets should be placed inside the building—not in the yards; the advantage of having them under cover in bad weather is apparent. The lighting of this building is not good, the windows being too small.

The normal seating capacity of the twelve class-rooms here is 404, and the total number of desks in class-rooms is 584. This gives an average of nearly ten and four-tenths square feet to each pupil, instead of fifteen feet each. This crowding of the class-rooms, which are without means of ventilation other than windows, is hardly the proper thing.

There are a number of buildings that belong rightfully to this class. What is best to do with them is a problem. To alter them and improve them, and make them what they should be, would incur large expense; to continue to use them in their present condition is unfair to the child who must spend his tenderest days in them.

School No. 111, which is typical of the "Delinquent" class.

There is nothing good that can be said of this building; if it meets a single requirement named in the above list the fact is not discernable by the average observer. The class-rooms are small and poorly lighted; the arrangement of rooms is very disadvantageous; there is but one stairway in the building, and that has its exit outside; there is one outside wooden stairway; the heating is by stoves, ventilation by windows; the old privies in yards have become very foul and are a constant source of discomfort, and the yards are small.

The normal seating capacity of the ten class-rooms is 213, and the total number of desks in rooms 394. The average floor space here allowed each pupil is eight and one-tenth square feet, which is but little more than one-half the proper allowance.

The seating per class-room is as follows:

Room.	Normal Seating Capacity.	No. of Seats in Room.
A	20	38
B	22	30
C	22	42
D	22	40
E	22	44
F	14	30
G	17	28
H	22	46
I	26	48
J	26	48
Totals	213	394

There is but one thing to do with such buildings—abandon them as soon as may be practicable.

FUEL.

Attention is again asked to the method of furnishing the schools with anthracite coal. Most of the large coal dealers decline to bid upon the specifications as now drawn. This eliminates desirable competition, with higher prices to the city as a result. The experience of the past three winters satisfies me that the coal is costing the Department from $5,000 to $6,000 more than it could be bought for under some other method. The quality furnished is poor.

It is recommended:

First. That authority to purchase coal for the schools be again placed under the control of this Department.

Second. That the "analysis clause" be eliminated from future specifications for the anthracite coal supply.

The quantity and kind of fuel consumed by each school during one year is shown in Table B.

Notwithstanding the great scarcity of coal during the winter of 1902-3, owing to the strike at the coal mines, by careful management the schools were all kept supplied, and it did not become necessary to close any one of them for a single day.

JANITOR SERVICE.

The changes made during the year 1903 were as follows:

Engineers appointed	7
" resigned	2
" deceased or dropped	1
Firemen appointed	28
" resigned	6
" deceased or dropped	11
Janitors appointed	2
" deceased, etc	1
Janitresses appointed	34
" resigned	16
" deceased or dropped	6

Total number of employees December 31, 1903:

Engineers	10
Firemen	78
Janitors and watchmen	9
Janitresses	199
Total	296

The Table B contains a variety of statistical information.

Respectfully submitted.

BENJ. B. OWENS, *Supervisor.*

NOTE:—The photographic plates that were intended for use in connection with this Report were all destroyed in the Great Fire,—hence none appear here.

FUEL
JULY, 1902, TO JULY, 1903.

Group.	School.	ARD COAL, TONS. No. 1.	No. 2.	No. 3.	Tons Sunbury.	Tons Bituminous.	Cords Wood.	Ordinary W. C.	Gas Range.	Gas in Building.	Electric Current.
						97	1	1		a	
	Branch			3		1	¼				
R			33	23		35	6½		2	a	
			10	20		6	3½				
			9	26		30	4				
S			21	11		20	3½				
				41		40	2½		1	a	
			5	6		20	1½		1	a	
				6		20	2		1	a	
T			15	5		20	3				
				64		40	4½		1	a	
			5	16		3	3½				
				6		15	3½	2			
U			6	12		20	2½		1	a	
				38		55	3½		1	a	b
			16	9		20	3			a	
				25		35	3½		1	a	
	Branch			18		3	1				
V			22	23		10	5½				
								1	1	a	
			18			3	1				
			4	12		6	½				
			6	48		40	3		1	a	b
			7	12		3	2	1			
W			8	20		44	3½				
			9	9		11	2				
			12	5		2	3½				
			1	37		8	1½				
P.S.	C., H. &		12	32		49	2			a	
	Br. C. H. &										
			7	13		3	2			a	
			6	19		30	3½	1			
			7	13		3	3	1		a	
	Admn. Bld		15	13			½	5		a	b
	B. C. C.			1		205				a	b
	E. H. S.		55	7		20	4			a	b
	W. H. S.					140				a	b
	B. P. I.					149				a	b
	M. T. C. No		4	3			1				